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ABSTRACT

This document summarizes the activities of REACH, the Rural Education Alliance for Collaborative Humanities. REACH is an effort to strengthen rural education in South Carolina through writing and the study of local history and culture. Among REACH projects are the REACH School Programs, fostering student created research on the history and lifestyles of the state's communities. The South Carolina Network for Educational Telecomputing links teachers, students, scholars, and others into an interactive learning community. South Carolina's Cultural Memory, another REACH campaign, is a summer teacher development institute series focusing on South Carolina's cultures. REACH's South Carolina Curriculum Congress is a professional development program for teachers, college faculty, state agencies, business, and parents. South Carolina Cross-Age Tutoring enables students to learn by having them teach. Writing and Performing Across Cultures uses improvisation and drama to motivate students and improve writing. Writing for the Public involves students in collecting, analyzing, and rewriting public documents. The report includes sections on "Accomplishments and Primary Areas of Impact," collections of exhibits relating to ongoing projects, and bylaws and other materials concerning the Curriculum Congress. A basic evaluation packet for the project, "Transforming Stories for Many Voices," includes a summary of Project REACH, descriptions of individual projects, a basic assessment model, and implementation strategies. (SG)

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REACH

Report to the Rockefeller Foundation

(Revised 11/30/92)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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SO 023 091

Rural Education Alliance for Collaborative Humanities

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REACH

Rural Education Alliance for Collaborative Humanities
South Carolina

Objectives of REACH

To strengthen rural education in South Carolina through writing and the study of local history and culture. Teachers' work is being strengthened through collaborations with area resources that also foster the building of new relationships among students of diverse abilities and cultures, and between the schools and their communities. New methods of student assessment both inform and encourage learning as they describe student progress.

REACH Programs

- REACH School Programs throughout rural South Carolina support such programs as Pickens High School's "Coming Home: A Project to Discover Community" and the Branchville Public Schools' project on "The Tracks of Time" in which students created research projects on the history, lifestyles, and climate of this community along a railroad line.

- South Carolina Network for Educational Telecomputing, an electronic network, links teachers, students, scholars and others across the state and nation into an interactive learning community for educational dialogues, research collaborations, and information searches.

- South Carolina's Cultural Memory, a summer institute series in which the cultures of South Carolina are the focus of intensive staff development for teachers, is coordinated by the Institute for Southern Studies at the University of South Carolina in collaboration with Clemson University and South Carolina State College.

- South Carolina Curriculum Congress is an emerging professional development community organized for sharing knowledge and experience among teachers, college faculty, state agencies, business, and parents in support of efforts by teachers to reshape curriculum and schools around a shared vision of educational excellence.

- South Carolina Cross-Age Tutoring enables students to learn by having to teach. The program's results are improved literacy, a rise in self esteem, development of a sense of responsibility, a shared sense of community, and an awareness of academic opportunities.

(continued)

The initial REACH project at Beck Middle School, located in the isolated coastal town of Georgetown, honored local history. Students interviewed parents and grandparents. Old-timers in the community spoke to classes. The students' interviews resulted in the production of the "Remedies, Recipes, Remembrances" calendar. The wall-sized calendar, chock full of country ideas and how-to advice, was created by over 100 students. One of them, Al Moore, said of the calendar: "It helped you learn more about yourself." Added Chrystal Martin, "It makes you kind of proud."

Project Impact

	# Targeted	# Involved
Teachers	35,681	175
Schools	1,105	35
Students	633,659	6,000

Breakdown of Information:
Student population is approximately 58% European American, 41% African American.

The Georgetown County School District sponsored a three-day Humanities Expo that featured exhibits and presentations by REACH educators and 180 of their students from throughout the state. Each school in turn took the stage to present an extension of their REACH project. Jasper High School, from the state's southernmost county, created a "praise house" scene with gospel singing, witnessing and authentic Gullah talk. Since many REACH students rarely travel from their communities it was, as one student said, a chance "to meet different people from different places."

- Writing and Performing Across Cultures uses improvisation and drama-based activities to motivate students and to strengthen their writing.

- Writing for the Public involves students in collecting, analyzing, and re-writing public documents. The program gives students a chance to see first-hand what it means to write clearly and to understand the consequences of effective writing.

The REACH Story

As Director of the Program in Writing at the Bread Loaf School of English in Vermont, Dixie Goswami, Professor of English at Clemson University, had successfully worked with rural teachers throughout the country to improve their teaching of writing. Inspired by her pioneering efforts, the South Carolina Humanities Council offered to serve as official sponsor and fiscal agency for a statewide, school/college collaborative for strengthening the teaching and learning of the humanities in rural schools. With a grant from The Rockefeller Foundation in 1987, the Rural Education Alliance for Collaborative Humanities (REACH) was created, and its administrative headquarters was established in the English Department at Clemson University.

Through its innovative work in many schools around the state, and through its brokering of collaborations among schools, colleges, and cultural organizations, REACH has grown to be a catalyst in South Carolina for school-based change through improvement of humanities teaching, collaboration via electronic networks, and state-wide leadership for curriculum and testing reform. As REACH has developed, it has become a major link among people and institutions dedicated to education.

REACH Collaborators and Supporters

BellSouth Foundation
Benedict College
Bread Loaf School of English
Clemson University
Coastal Carolina College
College of Charleston
Francis Marion College
Lander College
The Rockfeller Foundation
Showa Denko Carbon, Inc.
Showa Denko, K.K.
South Carolina Commission on Higher Education
South Carolina Governor's Office
South Carolina State College
South Carolina Humanities Council
South Carolina Public Schools
South Carolina State Department of Education
University of South Carolina
Winthrop College

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Remarks addressed specifically to the Foundation have been omitted from this copy.

C M Townsend

Accomplishments and Primary Areas of Impact

School Projects

During the 1991-92 school year, REACH continued its support of school humanities projects in 32 schools distributed throughout South Carolina. Highlights of this support include the following events:

* Four REACH schools (Newberry High School, Whitesides Elementary School, Orangeburg-Wilkinson High School, Edwards Jr. High School) because of their eligibility as members REACH, were selected by the State Department of Education to participate in the Twelve School Project - closely associating REACH with efforts of the state to develop new curriculum and assessments for students that are appropriate to the standards of teaching and learning we have been supporting since the beginning of the project. ***See Section 1 Exhibits*** for a copy of Orangeburg-Wilkinson's report on its 1991-92 REACH activities.

* From the REACH efforts in another of our schools emerged the 1992 State Teacher of the Year, Jeanne Sink, allowing a REACH teacher to travel widely about the state to talk to a variety of audiences about the need for change in the direction we have advocated. (See ***Section 1 Exhibits*** for a collaborative essay on the REACH activities of Jeanne Sink, working with College of Charleston scholar Eve Coleman, at Morningside Middle School.)

* With additional coordination assistance from Beulah White and Gail Matthews-DeNatale beginning in February of 1992, we continue to work intensively with four REACH schools (Green Sea Floyds High School, Morningside Middle School, Marshall Elementary School, J.B. Beck Middle School) who have offered to serve as schoolwide examples of how REACH/CHART precepts can lead efforts toward providing a more cohesive educational experience for students as they proceed through the school day and school year. A report on these activities will follow the termination date of the supporting grant. However, inserted below is a reflection, composed by assistant principal Darrell Ricketts, on the history and present status of one of these schools: Green Sea Floyds High School.

When our school first began working with REACH in 1991-92, we were looking for something that would add cohesion to our humanities curriculum and which would allow us the flexibility to integrate student and community interests into our instructional program. Located in the northwestern part of Horry County, Green Sea Floyds High School is a totally rural school made up of a unique population. The faculty consists largely of veteran teachers who have lived in the community for most of their lives. There is a deep sentiment among the community that "school should be like it used to be". Teachers and administrators should rule with an iron hand and make students learn. The problem we found with this sentiment is that although this philosophy had been successful for many years, it was no longer effective on today's students. We found that even though teachers were working harder than ever, students were still not achieving at the levels they should. We needed a program that would expose our faculty to new ideas, allow us to network with schools similar to ours, and provide a vehicle to communicate to the community that our "new" approach was working. After reading the information on CHART and REACH, teachers became interested in the collaborative approach to humanities and felt that REACH could provide the extra resources to put the plan into action while allowing teachers the flexibility to plan according to their personal and students' needs.

Another selling point for REACH is the emphasis on using local resources to make instruction relevant to students' every day lives. There is a great deal of pride in the school and community which is a valuable asset to our curriculum if infused properly. REACH allows this infusion while emphasizing the part our culture that local history plays in a multicultural society....Instead of simply relating back to the teacher facts on a particular culture, REACH participants develop writings, skits, and other original works which require understanding of these cultures and require reflection by the student on what he or she has learned.

Over the past several years, standardized testing has guided our instructional program and has left us asking many questions about what students are actually learning; REACH has promoted from the beginning the use of varied assessment tools which allow for student differences of learning. Each student must demonstrate understanding through an original means, such as a portfolio of work, so that each student is assessed on what he or she does know and not what he or she doesn't know. This along with other philosophies of REACH have made it an ideal vehicle for restructuring at our school.

See Section 1 Exhibits for a copy of Green Sea's "Reflections From the Backroads", an anthology of selected student writing.

Additional highlights of school activities follow in the form of several retrospectives from a cross-section of REACH schools as they look back on their 1991-92 activities and ahead to activities proposed for 1992-93. In this way, we may see certain, important school project developments over time that are often missed by single observations, particularly as they can be judged to relate to one or more of the three areas of REACH experience and understanding cited in the Introduction.

Pickens High School

Pickens High School has been a REACH School for the past five years. During that time the humanities approach in the curriculum has evolved from being a few projects tacked on at the end of the year to activities that that have been integrated into the basic curriculum throughout the year. The REACH project has shown continued growth through the process of trying new ideas and techniques in the classroom, and it has worked to focus on the cultures that have influenced the area --- European, Native-American, and African -American. What hasn't worked has been eliminated. What has worked has become the center of the curriculum. For example, while studying literature from the Colonial and Revolutionary Periods in the textbook, students also investigate what was occurring in this region during those time periods. They investigate the history and the culture of the Cherokee Indians who inhabited Pickens and Oconee counties before and after the Europeans arrived, and they examine the role that Andrew Pickens played during the Revolutionary War. Students read *The Education of Little Tree* for background on Cherokee traditions.

Though REACH teachers have no common planning period due to scheduling restrictions, in the past they have made opportunities to share and plan. The exchange between faculty members dedicated to the humanities approach has been invaluable to the success of the program. This humanities approach has worked so well, introducing students to other cultures and giving them insights into the interrelationship between the various disciplines, that the REACH teachers want to continue to be affiliated with the REACH project.

Note: For the 1992-93 school year, eleven teachers - nearly half the faculty - are actively involved with REACH on a regular basis. ***See Section 1 Exhibits*** for a sample end-of-year report by Troy Terry, an English teacher at Pickens High School.

Denmark-Olar Elementary School

The Denmark-Olar Elementary School staff recognizes the significance of providing students with an array of opportunities to increase their experiences of different cultures. Humanities instruction through multicultural interdisciplinary units can greatly enhance reading, writing, speaking, computing, researching, comparing, summarizing, self-improvement, and critical thinking skills.

We have begun a restructuring effort to the meet the diverse needs of students with emphasis on the whole language approach, and cooperative learning with thematic units of study as the base of student learning....Denmark-Olar has participated in REACH for the past four years. The students and staff have been richly endowed with lifelong interactions that might not otherwise have been experienced. The REACH program will offer our students an opportunity to explore a multicultural society through which they will grow in competence and confidence. The entire staff and collaborators decided upon the direction and actvities for REACH 1992-93.

Note: The school has moved from being chiefly concerned with test preparation while enriching the curriculum via occasional activities of several lead teachers encouraged by the previous principal, to being greatly concerned as an entire faculty with changing of the nature of the whole curriculum in actual practice in classrooms. The month of March is nonetheless, but now discretely, singled out for state testing preparation.

York Comprehensive High School

To explain our continuing involvement in REACH we must first give some background about our community, school, and student body. York is the poorest district in a four-school district county. In a district where less than 35% of our parents have finished high school, where 45% of our employed parents have incomes below the poverty level, and where SAT scores and other standardized test scores are among the lowest in the nation, we are committed to providing students already handicapped by poverty and lack of opportunities a chance to read and write.

Our past REACH projects have resulted in many successes. Not only have we focused on computer-based communication dialogues and international and cross-cultural exchanges, we have also explored local and personal histories, inaugurated interdisciplinary thematic studies, and involved the entire school and faculty in a day-long celebration of the arts and humanities.

Great Falls Middle School

In 1990, the REACH Committee and the District Director of Middle Schools wrote a grant to accomplish these goals: to heighten awareness of the community; to develop community pride; to sharpen research, communication and writing skills; and to publish an anthology of student work. Through the cooperative efforts of the language arts, social studies, and the computer staff, the students made field trips to the county court house, county library, and the State Museum; researched different time periods; and compiled an anthology entitled *An Historical Look at Great Falls.*

Due to the overwhelming success and the community support of the REACH project, the previous year's goals continued to be an integral part of the 1991-92 REACH project, but the focus was broadened to include helping students understand their role in the community and in a world society. This second year provided for a thematic study of the cultural, artistic, and ethnic roots of students through first-hand experience with primary source research. It culminated in a week-long celebration of cultural history.

Presently at Great Falls, with the expanded interest of teachers in the REACH project, *as a school*, there is a great emphasis on cross-curricular planning and the implementation of

multicultural study which can focus on expanding student awareness and appreciation of the cultural differences that make our society great. CHART gives direction and impetus to that emphasis and provides teachers with opportunities to grow professionally.

Saluda High School

For the past three years Saluda High School has received REACH grants which have enriched and enlarged our curriculum. The first year all the language arts and art teachers in the entire district, along with all the students, were involved. The next year 25 teachers and all the students at Saluda High School were involved. These REACH projects involved a variety of activities and products. Last year, opportunities provided by REACH made those of us involved with REACH more aware of the need to address in our high school curriculum the imprint of a culture upon a people who live by its patterns, and we are now revising our curriculum to include multicultural perspectives.

Pendleton Junior High School

Pendleton Junior High School has been affiliated with REACH for the past two years. The projects have brought unity and a needed focus to our students and faculty. REACH has also enabled us to begin a drama program that this year permits almost 20% of our students to take an elective course in drama. REACH has also allowed us to publish student historical research and creative writing. It has given us a sense of pride in our accomplishments even though we are a small, poorly-funded school. It has provided us with an opportunity to realize our aspirations.

Our students are sensitive, unsure of their feelings, and largely interested only in themselves and their peers. They do not understand their cultural diversity and how they fit in with the history of their area. They need help in developing their sense of self-worth and in developing introspective/extrospective approaches to perceiving their own identities. Our 1992-93 project will assist in connecting our individual students to their families, their community, and ultimately the world. It is entitled *Pendleton Patchwork...*

Daniel High School

Note: Perhaps because I am sensitive to what I see is an unfortunate case of tunnel vision (and inappropriate polemic) appearing especially in the REACH evaluation study of Daniel High School, and because I have also seen how easy it is to discount or overlook "character changes" in schools that result from small, cumulative alterations in the complexion of a school's curriculum and working relationships among faculty and students - alterations that when perceived one by one at any given moment in time can be written off as insignificant, pedestrian by a school reform project's often self-servingly high standards - I would like to include in this section a retrospective on Daniel High School. In association with the thrust of the three knowledge areas listed in the Introduction, the italics are mine.

Daniel High School has been actively involved with REACH since 1987-88. In that year we initiated a school-wide study of *The Great Gatsby*, cuminating in a day-long series of activities. We followed that with "The Struggle for Peace", a study of war and its alternatives undertaken in weekly collaborative learning groups. In 1989-90 "Through the Eyes of a Child" found us studying childhood and memories and connecting with elementary schools in the community. "our Hold On the Planet" found our students exploring the environment and ecology. Last year the school undertook a study of creative writing across the curriculum. Each of these projects approached the humanities from a different perspective and experimented with innovative approaches and practices.

There are several long-standing results from the studies. First, we have collected a body of materials that would never have been available without the financial and philosophical support of REACH. We have purchased books, videotapes, supplementary materials that were used during the projects and will continue to be used in the future. Our library is supplied with professional and student materials purchased for each of the initiatives. Art which was purchased to study creative writing about art in 1991-92 will be available to both the Art Department and the English Department. And the English Department will know how to use it, thanks to REACH sponsoring time for the art teacher to do presentations in the English classes. Books used to study childhood themes, such as Fred Chappell's *I Am One of You Forever* and Olive Ann Burn's *Cold Sassy Tree* are used again and again. Teachers all over the school have units taught during the REACH initiative, complete with outside materials, that will take them away from the same old standard texts year after year. Perhaps even more valuable are the student-produced materials. So, for example, teachers have access to student-produced videotapes that cover everything from famous prohibition agents of the 1920's to cut and paste videos about Viet Nam to music videos for student-written songs to a videotape of one class's production of a play based on the life of Zelda Fitzgerald. We also have collections of student art and drawing.

The second result of REACH initiatives is a philosophical readiness that often results in curricular changes. Our students and teachers have learned to experiment. We are unafraid of change. We have undertaken whole school projects, we have written together, we have participated in workshops to promote the humanities. Our classrooms show this. Teachers respect writing as a tool for innovative thinking; they value and encourage student -based activities; they have integrated humanities studies into their curricula. Our chemistry teacher still has her students do presentations for fifth graders, a practice she began for "Through the Eyes of a Child". Math teachers have their students writing poems, The French students communicate with students state-wide on electronic mail. English and history teachers collaborate on writing assignments. English classes regularly go on a writing field trip to Camp Hope, a practice begun in 1990-91, with "our Hold on the Planet". Our most successful curricular innovation is our Civic Responsibility class, the direct result of the 1989-90 humanities project, which was recognized by the President and *Reader's Digest* for its Adopt-a-Cub program.

This year we will maintain the emphasis of the past on writing, student-based activities, innovative ways to teach the humanities, adding to them a multicultural approach to history and literature. In this project our rural, Southern students will become aware of the multicultural nature of America and American literature. They also will investigate their own culture and share it with students of other cultures around the nation.

Lincoln High School

Note: Lincoln High School participated in REACH in 1991-92 to the extent of planning and keeping in touch throughout its tumultuous period of rebuilding and reorganizing after Hugo. This last retrospective is selected to illustrate what Lincoln faculty and adminstration seem to perceive to be an "unforgettable" power of REACH to solve educational problems well beyond reasonable expectation (and conventional measurability), if we consider what is possible only from within the strict and limited bounds of the project's financial and programmatic resources.

The REACH project was an overwhelming success at our school in the years before Hurricane Hugo struck, and the present administration and faculty feel that it could again provide us with an excellent base for addressing - in a positive and proven way - the two most basic needs that have been identified. Our school has targeted improvement of language abilities and improvement of students' self concept as our two major objectives for the 1992-93 school term.

Lincoln High School is located in the small coastal fishing community of McClellanville, South Carolina (mostly white citizens). Lincoln serves a predominantly (97%) black student body of 200, mostly from rural homes. Racial tension in our community has always been an unspoken element; it has been exacerbated by the poor language ability and low self-esteem of many of our students. Tensions became obvious during the relief effort following Hurricane Hugo and during the planning for the new McClellanville Middle School. Someone actually poured diesel fuel into the water supply at Lincoln High. Residents of a nearby property secured plywood in the adjacent drainage ditches in an attempt to flood the school grounds. Our school MUST address this situation in a positive way; we can start to do this and accomplish our two major objectives, with the help of the REACH project.

What we have planned should help help our school *look good* and *be inviting* physically, academically, and socially. We will ask the citizens of the community to come see our students' work, and our pride in them; we will ask that they not be afraid of us without getting to know us. We wish to make an invitation of friendship and demonstrate our desire for community unity and cohesiveness. Our project should serve a circular purpose, because having outsiders view our school's work will help build self-esteem in our students. Our present physical circumstances are better than ever before. The school has been rebuilt after Hugo. The middle school is now housed separately, and, for the first time ever, we *are* a high school. Under Jennings Austen, our principal, restructuring has now been initiated to institute a new beginning.

Whatever happens to REACH in the future, we might always remember that the highest tribute that could ever be paid to the project is the great expectation that REACH humanities could actually make such a profound difference in the quality of life <u>in a whole community</u>. And perhaps, though for all valid and compelling reason, our greatest fault may lie in having sometimes expected much less.

Other schools participating in REACH during 1991-92 are as follows; additional items summarizing the activities in several of these schools are included in ***Section 1 Exhibits***:

Liberty High School
Fort Mill High School
Branchville Elementary and High Schools
Kingstree High School
South Carolina School for the Deaf
Clinton High School
Johnson Middle School
Estill High School
McCormick Middle School
St. John's High School
Andrews High School
Jasper County High School
Bowman High School
Hunter-Kinard-Tyler High School
Irmo Middle School

Professional Growth Activities

Summer Institute: TEACH

During the summer of 1991, REACH implemented its first full-scale summer institute, providing to twenty-four teachers a deep and thoroughgoing study of South Carolina history. Held at the University of South Carolina, it was the first four-week institute of a three-summer series that we have entitled TEACH, funded by NEH in partnership with the Institute for Southern Studies and under the direction of Walter Edgar. The principal activities of the institute were reported in the 1990-91 report to the Rockefeller Foundation. ***See Section 2 Exhibits***, however, for an essay by Lexington High School teacher Kathy Resener, who describes her follow-up activities with REACH during the 1991-92 school year. Inserted below is the opening paragraph of Kathy's essay:

> Jason doesn't fall asleep in class because he is an expert on the information being discussed in class and is engaged in learning. Tonya is delighted with her new book, a gift from a S.C. poet, and writes the poetry in her journal. John is proud because he received personal information from the S.C. Wildlife Department in response to his letter requesting information. Mike who can't settle down to the business of learning, bakes a cake for his classmates as he explores 1920 South Carolina cuisine. This activity was not an assignment but voluntary on his part. Jennifer beams as fellow students compliment her baking. Daniel justifies the importance of the lesson when Tina asks the question "Why do we have to do this?" Danny, a non-reader, eagerly shares artistic talents with fellow students, as he compares and contrasts life in the1920's with the present. Kevin and Tiffany take pictures of the power plant they are touring so they can share what they saw with others. Lisa, a deaf student, chats with author Idella Bodie about deaf characters in books and Robbie thanks his teacher because he enjoyed the activities that day. Is this my fantasy? Read on to find out why these events are so unusual.

Similar follow-up activities were supported by REACH for eleven other participants, and their classroom experiences and curriculum developments are being prepared for a forthcoming publication.

This past summer's institute was held at Clemson University under the direction of Bill Koon. The focus of study was southern literature, with an emphasis on South Carolina writers and inclusion of minority perspectives. Participants numbered twenty-four teachers from all over South Carolina, including eight with past REACH experience. ***See Section 2 Exhibits*** for the institute overview and syllabus.

In addition to participating in the institute seminars, the teachers kept an interactive, electronic journal of reading responses and related discussions of classroom applications in a computer conference that we organized as a pilot for the current year's online exchange. Called "Transforming Stories for Many Voices", the conference invited teachers to post reactions on computers available in several locations on the Clemson campus. Ike Coleman, coordinator of research for the institute, moderated the discussions - which often became extensions of the group discussions that always followed the presentations of visiting scholars and writers. Presently, Kemble Oliver is coordinating the continuation of these exchanges - which will include all our funded REACH sites - with the format emphasizing both narratives and reflections focused on daily events in the classroom.

What follows on the next page are several slices of commentary and response from the summer institute conference. **See Section 2 Exhibits** for a continuation of the sampling. As with most of our initial efforts in asking teachers to learn the new technology, many teachers were at first hesitant to learn the steps, or were unclear about the purpose, or were not convinced about the value or utility. Most of the teachers stuck with it, however, and learned how the interactive writing deepened both their understanding of the content and their appreciation for each other - professionally and personally.

Selections from Transforming Stories

Note 76.1 Linda Anderson,Green Sea Floyd HS 1 of 7
EUREKA::NTLTAND "Linda T. Anderson" 11 lines 30-JUN-1992 13:44
-< connections/existenlialism >-

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I've been thinking about a way to combine material from our present curriculum w/ works from NEH. One connection could be ALL THE KING"S MEN and BELOVED; another possibility is SIDDHARTHA and SULA. These pairs of works address similar themes/motifs: isolation/unity; the individual/the universal; response and responsibility; imagery of nature, color, life, death, etc.; family relationships; and much more. Has anyone thought of other works which would integrate well? I also want to explore examples of existentialism in Southern literature. Does anyone have any ideas and resources?

Linda

SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

I still want someone to talk existentialism SOUTHERN style. The presence of the ridiculous, the grotesque, and the bizarre seems a nutural aspect of the selections we've read and discussed. Or am I the only one with a twisted sense of life? Yeah, Ruth, you knew all along I was warped! Faulkner's AS I LAY DYING treats so many of the motifs we've seen in these works. The journey, death, family relationships and obligations, sanity/insanity, compassion/intolerance, bizarre and human characterization, and dark humor make this a fine novel for AP. The structure of the story is not terrifically hard to deal with if the students are given some clues and preparation. Another novel I LOVE to teach is ALL THE KING'S MEN. The characters' names are quite interesting. (I've read that names which reveal something about the character are called "characternyms.") Some of the major topics I see in our selections are the individual's struggle to define his idenity in his world (Eljay), courage/strength to go on (several in IN LOVE & TROUBLE and BELOVED and others), importance of place and heritage (I L & T esp. "To Hell W/ Dying"). I' ll say more later or I'll be late again for the 2nd time !!

Finally I have the word for one of the things I've tried to get students to see in lit.-- convergence. These meeting points are present in lit AND life -- it's the life part that will enable students to realize the power of lit and the value of reading/thinking. I cannot really teach or reach their minds until together we find the human and emotional reality in a selection. I plan to use Welty's "A Still Moment" as an example of an author's use of convergence and perhaps part 2 of chapt.1 of Faulkner's "The Fire and the Hearth" and Sartre's NO EXIT and and and --I'm not sure what else. I'm sure that this idea will open up others to extend our study of life and lit.

Any ideas out there for structuring a process of writing experiences which lead to discovering self / identity? Ken's question has proved VERY helpful. I'd like to hear more on this line of thought.

Another question: What are some ideas about why so much of So. humor/lit is dark and absurd or grotesque?? Is this strong sense of the ridiculous and the incongruous a significant aspect of So. lit, or am I reading too much into this? Help.

Linda

Note 76.5 Linda Anderson,Green Sea Floyd HS 5 of 7
EUREKA::NTLEDMN "Laurie Edminster" 9 lines 14-JUL-1992 12:06
-< Grotesque? >-

SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

Linda,

I may be very much off the mark here, but I seem to remember a critical piece that I read that dealt with the connection between the grotesque in S. Lit. and guilt. Stop by my room some time, and I will try to find the notes. The South sometimes considers itself a "pariah" (sp?) because of all of its experiences and because of the rest of the country's sometime negative view of our region. Perhaps the grotesque in the lit. is, in some way, an extension of that.

Note 80.1 Joe Cioffi, Irmo/Campus R MS 1 of 14
EUREKA::NTJCFF "Joseph Cioffi" 12 lines 1-JUL-1992 14:19
-< joe intro >-

SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

I am adrift in the sea of literature; the waves of Sams, Hanna, and Ellison beating me about. It is like a wild roller coaster ride - fun and yet scary at the same time. At times I am overwhelmed at the task before me, other times I am so captivated I am not aware of the world around me. The project has become a complete mystery. Ideas come and go and none stick. I loved the books I have read (except BELOVED) and am thrilled to be reading again. As a history teacher, most of my reading has been limited to history textbooks. This reading is thoroughly enjoyable. I like approaching history from another angle. In studying history, you don't often see the "human side" of history that is evident in the novels. It is refreshing!

I have been thinking about how to use some of the information that I have read and it has been escaping me. One idea was to use the poems in the FUGITIVE POETS as an interdisciplinary unit with the LA teacher in my unit. I don't know a whole lot about poetry so she could teach about the ambic pentamiters (?) and the like while I teach about the history behind the poems. At this point, it is just an idea playing pinball in my head (did you catch that Cile?). Any help or ideas would be greatly appreciated. Especially from an English teacher on the quality of the verse of the poems.

Note 87.1 Eugene Hinson, Terrell's Bay HS 1 of 13
EUREKA::NTEHNSN "Eugene G. Hinson,III" 10 lines 1-JUL-1992 13:43
-< To Hell with Hannah >-

SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

When I was reading "Ray" by Barry Hannah, I was shocked when I began being offended by what was said in the book.I simply could not see a purpose in the book, nor could not see its literary value. And considering the price of the book, I feel that those seeking erotic entertainment will find their dollars better spent at Seven Eleven.I consider myself as being very open minded and I am not usually offended by graphic sex in a book. However, Hannah seemed to reduce sex to something dirty and shameful! I am interested now to meet Barry Hannah to try to gain insight into who he is as a man and writer.And No! Bill Koon, that is not how every man thinks!

SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

Gene,

I agree whole heartedly with your comments on Ferrol Sams. Wasn't he a breath of fresh air? But... I think the value in Barry Hannah lies in the fact that all in this world is not fresh and refreshing. I am not criticizing your opinions, because I also walked away from his books and his talks wondering "What is he trying to say?" and "Why?" I think we as teachers of literature need to know what is out there and need to understand as much as possible what the author's intent is in writing. I thoroughly enjoyed Ferrol Sams. I still look at Ray and say, "Why?" B. Rote

Note 87.5 Eugene Hinson, Terrell's Bay HS 5 of 13
EUREKA::NTJPLKN "Joy Pilkington" 13 lines 6-JUL-1992 15:07
-< Response to "To Hell" >-

SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

Gene--

Please read my response to Ray (29.6). I'd just like for you to see why I find Barry Hannah of literary worth. And I wish that you'd read his Geronimo Rex. Maybe that would at least give you different perspective on his writings. Although I like some of Barry Hannah, I question Ray as an introduction to his work, for it will leave a "bad taste" in many readers. Ray is not all there is to Hannah, and my response is based, I suppose, on knowing his other works before I read Ray. I'd like to hear a response if you have time. Joy

Note 87.6 Eugene Hinson, Terrell's Bay HS 6 of 13
EUREKA::NTKGRNT "Ken Grant" 8 lines 7-JUL-1992 14:40
-< IN DEFENSE OF RAY >-

SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

Gene, I like the title of your entry, but I think you're a bit too harsh. I realize that I run the risk of being labelled the great Hannah defender since I have already replied to one of Jackie's comments, but I think we should be a little wider in our acceptance of alternate sensibilities, not regarding them as part of THE TRUTH but at least accepting them as necessary parts of a montage of the modern Southern literary landscape.

Ken Grant

SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

Gene,

WHAT A PRESENTATION YESTERDAY!! You should be proud, which you obviously are, of your family's rich and interesting history. It's nice to see a young man care so much about family and heritage. Thank you for sharing all of those wonderful things with us. Laurie

Note 87.9 Eugene Hinson, Terrell's Bay HS 9 of 13
EUREKA::NTEHNSN "Eugene G. Hinson,III" 7 lines 9-JUL-1992 14:00
-< friends >-

SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

Betty,

What Hannah had to say about RAY helped me to understand better his purpose. However, I'm still not sure if he achieved what he intended. I think that others like Joyce have done much better!

I think that I will be forever grateful for the opportunities for growth extended to me by this NEH institute . The speakers, the texts, and the interaction have all helped to make me feel less isolated and more confident in what I am trying to do for my kids. I especially appreciate Ruth and Ken who have helped me to see that there are two sides of every issue. It has also been interesting to be in a seminar with my high school English teacher, and I will depart still being amazed at how much information Looney Linda can still derive from two sentences of the printed word!!! If I could only access 1/3 of what is stored in the obscure passages of her mind , I am sure that I could achieve the level of genius! I hope that we all can keep in touch during the school term, and thanks again everyone for sharing so much of yourselves with me. It's been fun - It's been informative - and as Uncle Danny would say : " Young people , I am very, very pleased and very, very proud to have been associated with you!"

Later,

The Mouth of the South
With a special thanks to Henry : a super teacher!! or
Long Windedly Yours,
Gene

Conferences

REACH provided two major conferences for REACH participants during 1991-92. The first, held in January, was called "A Curriculum of Inclusion", and offered opportunities for both students and teachers in REACH - as well as for invited guests from Clemson and other institutions - to engage in discussion about a range of issues related to multicultural education. Because of its past emphasis on drawing upon the knowledge and skills of students in the classroom as teachers implemented their projects, REACH has always been intrinsically multicultural in terms of what most of our classrooms explored and produced, and, to the varying extent of our success in arranging for substantive interactions between and among our school sites, in terms of mutual understanding of the historical and cultural perspectives of the dominant racial groups in South Carolina schools.

This conference represented the first occasion for the project to explore more deliberately and philosophically some further options for strengthening both our commitment and effectiveness in teaching all students in REACH classrooms. All REACH schools were represented at the conference by one-to-four teachers, and one nearby site brought students who discussed inclusionary issues from their point of view as REACH project participants.

Luther Seabrook, Director of Curriculum for the State Department of Education, keynoted and committed the support of his office to achieve the goals affirmed at the conference. Eliot Wigginton, with several students, also participated in the conference and presented the Foxfire philosophy about multiculturalism. ***See Section 2 Exhibits*** for the conference agenda.

REACH also helped to coordinate a statewide school/college collaboration conference called "Praxis II: The Call of Stories" - which showcased the work of REACH teachers and considered the uses of narrative in the process of professional development and for purposes of educational research. ***See also Section 2 Exhibits*** for the conference agenda and related items.

Online Communications

Throughout 1991-92 REACH continued to lead the development of a statewide telecomputing network (named the SCNET) - providing necessary training, conference moderation, system documentation, and resource brokering aimed toward the institutionalization of our network's programmatic support. Teachers, students, and others numbering in the hundreds have come online to practice using the network, get acquainted, discuss issues related to school change, and to share ideas, information, and resources related to subject areas across the arts and sciences. Our participants have now reached the numbers and level of expertise and interest necessary to sustain focused discussion - our primary purpose in expending so much effort in the support of training many individuals who are some number of steps removed from the core activities of REACH itself.

See Section 2 Exhibits for a copy of the latest report to the BellSouth Foundation - which indicates the range of participation in network activities across the state. Through the past year to the present, we have been engaging in discussions with the State Department of Education, Clemson University, the Commission on Higher Education, the state technical college system, educational television, and others to arrive at a plan to institutionalize the SCNET portion of REACH activities as a permanent, cohesive, "transparent", and readily affordable state telecomputing network. We believe that by the end of the present school year, a plan for such a network will be developed and supported by a combination of state resources.

South Carolina Curriculum Congress

The Congress, which was launched with a large conference at the beginning of the 1991-92 school year and which was responsible for organizing a number of smaller and more focused subject area conferences during the year, also continued development of its mission in collaboration with the State Department of Education. ***See Section 2 Exhibits*** for the Congress Charter and several related items that will help to provide an update since the last report on Congress activities. The Congress continues in the present year under a grant of $40,000 from the State Department of Education to Lander University, the base of Congress administration. The REACH director serves as-a member of the Congress Executive Council. See ***Section 2 Exhibits*** also for a copy of an article I was asked to write for *Palmetto Administrator*, where I tried to clarify for all the state's administrators the interrelationships of REACH, CHART, the Congress, the Alliance for Curriculum Reform, the State Department of Education's curriculum framework development process, the SCNET, TEACH, and the Clemson Writing in the Schools programs.

In light of the project's considerable respect within the arena of policy formation at the state level, our present task is to articulate our continuing role in a way that will appear most useful to the state *and* to school district leadership, given our hard-earned (and *trusted*) vantage point for envisioning the greatest educational needs in South Carolina in the foreseeable future. Naturally, we feel that we are at a great advantage in proposing a professional development service that will respond both sensitively and substantively to anticipated curriculum emphases in the emerging language arts and history/social studies frameworks - and, we must always remember, the needs of whole communities.

Concluding Commentary

I have, quite frankly, been generally disappointed in the results of our program evaluations completed over the past two years. The evaluations have pointed out some dramatic successes and instructive short-comings in project implementation at several site schools, and a number of insightful observations have been useful for recommending overall program improvements. However we may have been able to improve upon the research methodologies employed in the effort to yield findings more usefully convincing to others outside of REACH, it occurs to me that we might more constructively be looking at the ways in which REACH teachers (and students) have individually strived to participate in the project - a research based in cases or stories along the lines that Lee Shulman advocates, and which we plan to develop from our present work.

If we look, for example, at how our teachers, as individuals or in groups who have exerted varying but often remarkable degrees of influence on the direction and "character" of the curriculum at their schools, have worked toward resolving the tension between Little's "institutional imperatives" and "individual prerogatives", we could produce the kind of findings that would not only be useful in understanding and hopefully promoting the conditions that REACH modes of operation contribute to shaping, but also useful for reference by other teachers engaged in their own balancing acts: e.g., learning how to guide students in reconstructing knowledge in a United States history course, while preparing them to pass multiple choice assessments of broad and particular content knowledge.

We could develop an impressive number of stories from the classroom by and about individuals such as Coach Bill Wilson - who was enticed from the sidelines into REACH through a school project theme concerned with the perceptions of children; who then conceived a means for high school students to understand childhood from the perspectives of those who, for a variety of reasons, were having academic difficulty; who then attracted his own funding and other support, including a national teaching award, to the "Adopt-a-Cub" project, which continues to the present day and is no longer commonly even associated with REACH; who then participated in an intensive CHART institute, became involved in the work of the NCSS standards committee, and who presented a history/alternative assessment lesson to CHART in Miami last winter; and who is now first of all a loved, inspired, and inspiring teacher at Daniel ... who is *also* a coach - willing to work with anyone and everyone, but who is unwilling to be pinned to an identity as "REACH teacher", or anybody else's teacher - except his students'. And Coach Bill Wilson is among many REACH-involved teachers who have been so personally and professionally engaged that I have little doubt but that he would also be among the first to wrestle honestly with questions about important distinctions between history teaching and sociology teaching as they relate to "what students should know and be able to do".

Coach Bill teaches among a number of teachers at Daniel High School who have their own stories to tell in connection with the presence of REACH in their school over the years. It is accordingly <u>crucial</u> to remember that REACH is different from projects housing individual-teacher, research and development efforts in introducing, adapting/refining, and promoting a particular strategy or process in teaching and learning. Where it has been especially successful in generating its "stuff" from many and varied directions inside a school, REACH functions more as a "charter", a group demonstrably capable of leading a whole school's "philosophical readiness" to make continuous, collectively-reasoned <u>and</u> "individually-inspired" change in education: a critical mass that could serve a school as a humanistic conscience, though with all human potential for inconsistency.

Implicit in the many REACH accomplishments noted above and throughout previous reports may be seen a story of dogged perseverence in developing and demonstrating individual excellence despite all external and internal constraints. We have heard from so many teachers and students about how they have been set free by REACH to discover knowledge as their own province: the "D" student who researched and designed a hypercard stack on "great victories and defeats" from an inferred perspective of Native Americans. Implicit also is a story of a continuing search for identity as a particular kind of school reform movement in South Carolina, especially in relation to a national school restructuring/innovation initiative that, we often wonder, would coopt the activities that we believe have a central basis in "being" to the merest of support roles, a dispensable spoke among many in an all-encompassing wheel of change.

We can point to many of our past activities - exhibits, products, presentations and testimonies by teachers, students, and community members - that emphatically identify REACH distinctly with *intrinsic* motivation, *authentic* purpose, *newfound* confidence in the lives of teachers, students, and schools - though, as Neil Anstead has said eloquently, an awareness of such truth, the birth of such confidence should not always be understood to lead to happy resolution: the teacher who wrote to me saying "you probably know that I have resigned - your workshop on inclusivity finalized it - I can convince no one here that all must be dealt with on their terms, not our terms - at least all must be acknowledged and their needs met ....shades of LA".

REACH holds the potential power to remythologize teaching and learning with compellingly human reference points for our understanding of quality in South Carolina schools, and the project could help provide the missing bridge that must span the gulf between our "individually-inspired" practice in schools and a community knowledge responsible always for throwing that practice, and those practitioners, into question - but in the good and safe company of friends and fellow explorers who are learning not to run from questions, even hard ones.

We are presently reviewing our strengths, the expanse and depth of our prodigious web of relationships with people all over South Carolina - from our teachers to our policy leaders. Soon to emerge from this review will be a plan for how the strengths of REACH that we are still developing and have been learning how to *see* over the past five years can shape a "Center of Excellence for Humanities Teaching and Learning" which can continue to benefit the teachers and students in South Carolina long into the future.

REACH

1991-1992

Section 1 Exhibits

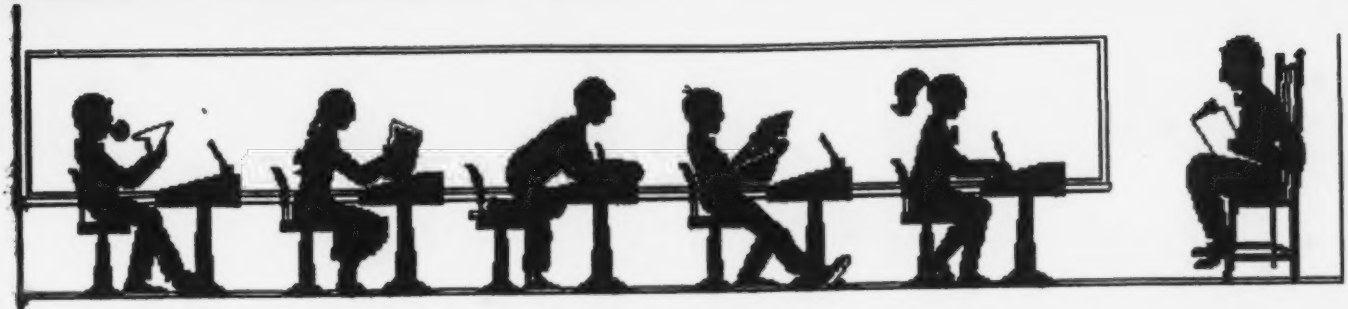
Project HOW

Humanities

at

Orangeburg - Wilkinson

Golden Ages of Civilization: Greece



FINAL REPORT
1991 - 1992

In 1991 - 92, the REACH committee at Orangeburg - Wilkinson High School implemented a cycle of study of the Golden Ages of Civilization. Our focus this year was the culture, history, and impact of ancient Greece. The REACH project involved a broad cross-section of students in humanities, English, theater, science, fine arts, foreign language, and social studies. We wanted each of our students to become involved in his/her own education. In addition to exciting more interest in the humanities, the project provided an opportunity for students to experience the creative process in various projects such as designing and constructing Greek temples, debating an issues, interpreting a laws, composing poems, choreographing a dance, creating a tragedy, and composing and singing songs. The REACH project served as the foundation for an ongoing restructuring which will ultimately involve all levels of students in all disciplines.

This idea began several years ago when English, social studies, and science teachers began to talk about combined projects for their classes. In the discussions, team-teaching, travel, school-wide interdisciplinary projects, and the use of increasing computer technology evolved as possibilities. We were also interested in developing alternative methods of assessing our students' learning. Our search for an overall thrust for our ideas led to the theme of studying the Golden Ages of Civilization. This will allow our project to evolve and grow in coming years.

We chose to start our study with an analysis of the impact of ancient Greek history and culture for several reasons. First, we felt that our students' expectations of themselves were narrowed by the demographics of the community; 70% of the students are on free or reduced meals and 80% are minority. The typical Greek believed that he was an individual being with real worth for his own sake. Through our REACH project we wanted to instill this belief in our students and teach them, like the Greeks, to examine their lives and seek goals. Second, the Greeks founded the modern spirit of inquiry. We have seen this spirit blossom and grow in our students. Third, the legacy of Greece is vast and provided a springboard for study in every subject area as well as a multitude of opportunities for interdisciplinary study.

The initial planning for this project was done by a team of thirteen classroom teachers in English, mathematics, social studies, foreign language, and fine arts, one associate principal for curriculum, and one computer technology specialist. Students helped shape the way the project developed as they were stimulated to think about and participate in ideas and events that shape many of our current values.

Our project goals parallel REACH goals - to provide a rich humanities education for all students, to integrate computer-based communications and other technologies into that education, to help students develop their own portfolios, their own products. As teachers, we want to learn as they learn. We see ourselves as "teachers/scholars/researchers" and our students as "full partners" in their own education. Most of all, we want our students to see themselves as persons with values, achievements, and insights into what it means to be part of humanity, to connect with the world by first connecting with themselves. Our major goal was and will continue to be to help our students grow into thinking persons, who, like the Greeks, will strive for excellence and go on to live lives of accomplishment. Through this project students are developing their skills in critical thinking, speaking, listening, writing, and working effectively with others in large and small groups to select, plan, execute, and evaluate their activities.

We have had a very successful year. Nine of the thirteen teachers on our team were able to plan and implement projects into the existing curriculum in their classes. Students were quite enthusiastic and enjoyed the time spent "learning by doing". Teachers were unable to coordinate activities as fully as we had originally hoped, but all students who were involved benefitted from the experience.

As professionals, we grew by interacting with our students and with each other in new ways. We also grew by meeting and sharing ideas with our colleagues in REACH sites across the state. By next fall we hope to be connected and interacting regularly via SCNET with students and teachers at other REACH sites.

Enclosed in our packet for the REACH "archives" are the following materials:

1. Reflections of individual REACH teachers (typed from handwritten summaries).
2. An essay written on the differences between Sparta and Athens.
3. A videotape of the performance of "Ed Opus".
4. A program from the play.
5. 1 photograph taken at the year end picnic for Ms. Sander's students.
6. 2 photographs of Greek temples constructed by Mr. Corsi's students.
7. A computer diskette containing files from Mrs. Oliver's class. (Folders can be displayed using LINKWAY.)

Reflections

REACH team teachers were asked to write a brief summary of their REACH activities. Their comments are listed below.

Mr. Alvin Staley, Art
1. Students in ARt wrote reports on Greek Art after conducting individual research.
2. Students completed detailed drawings of buildings in the community that have Greek influence in the architecture.
3. Students completed five designs for a Greek style vase intended for a particular purpose.
4. Students made a Greek style coil vase.
5. Students completed five designs for a Greek style slab vase with sgraffito and then made the vases.

Mr. O. K. McCarter, Theatre Arts / Social Studies
On May 25, the Theatre Arts class presented four performances of "Ed Opus." Before the production, students studied Greek theatre.

Mrs. Shenice Duckett-Smith, Music
The Music Appreciation classes studied ancient music and composed two songs.

Ms. Cynthia Sanders, Social Studies
The unit on Greece was introduced in September. Students wrote essays comparing Athens and Sparta. They studied the philosophical traditions of the Epicureans and Stoics. The students performed a play, "Socrates Revisited," for other classes.

Mr. Philip Corsi, Social Studies
My World History classes spent about six weeks studying ancient Greek history and culture. Four of these weeks were spent using the "Greeks" simulation in class. During the simulation, students participated in a mock Assembly, replicated Greek buildings, wrote adaptations of classical Greek dramas and performed them, learned the Greek alphabet and did translations from ancient Greek philosopher's quotations, staged a mock Olympics, studied mythology and told contemporary myths in class, and made and wore clothing similar to that of the ancient Greeks.

Dr. G. Veeraswamy, English
1. Students gave reports after researching the origins of Greek drama.
2. The Advanced Placement English class studied the Theban Trilogy and watched "Oedipus the King".

Mrs. Sandra Oliver, Applied Math
The Applied Math classes did a project on scale drawing of Greek structures. Two groups constructed models, five groups prepared posters, and the remaining groups did their drawings on IBM computers using the Linkway program.

Ms. Sharon Anderson, Social Studies
Students in the Humanities class participated in the "Greeks" simulation for five weeks. During the simulation students dressed in Greek style clothing, prepared Greek food, studied the rise of democracy in Greece, staged a mock

Olympics, rewrote and performed classical Greek dramas, and participated in a game show to test their knowledge.

Mrs. Hemalata Patel, Science

The Physical Science classes researched ancient Greek scientists, recreated experiments to test principals that were discovered at that time, and produced newsmagazines of ancient Greece.

Mrs. Alice Zigelis, Latin

The Latin classes learned the Greek alphabet and the rudiemnts of the Greek language.

REACH

REACH in South Carolina is like a chameleon. The various projects reflect the communities and schools involved. Although the basic ideas embodied in the purpose of REACH -- providing a rich humanities education for all students, integrating computer-based communication and other technologies into education, and development of meaningful student products -- are shared by all the REACH sites, we are given the freedom to experiment, evolve, and grow as professional educators and lifelong learners along with our students.

The most important outcome of our project this year has been the increased communication between the various disciplines. In talking and learning more about each other we find more common ground for interdisciplinary study and shared techniques. Our students have benefitted immensely from this. They have also grown in their ability to solve problems and creativity. We have continually been astounded by their insight and products. Although our project has directly touched only about one fourth of the total student body at Orangeburg - Wilkinson, we feel that our efforts will bear even more fruit in the future as more teachers and in turn more students become involved in our project. We've had a great year and we look forward to a great future!

1991 – 92 REACH Committee

Sharon Anderson - Director

Susan Till - Resource Coordinator

Philip Corsi - Telecommunications

Steve Wilson - Assesment Coordinator

Shenice Duckett - Smith - Music

Algilene Hubbard - Foreign Language

Anne Lewis - English

O. K. McCarter - Theater Arts

Sandra Oliver - Mathematics

Hemalata Patel - Science

Cynthia Sanders - Social Studies

Alvin Staley - Visual Arts

G. Veeraswamy - English

Alice Zieglas - Foreign Language

Charlie Studstill - Technical Support

T.I.E. NEWS

TELECOMMUNICATIONS
IN
EDUCATION

Publication of the ISTE Special Interest Group for Telecommunications

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Concentric Circles: Morningside Middle School Students REACH Out

Eve Coleman and Jeanne Sink

This account of 1990-91 REACH activities at Morningside Middle, while narrated by Eve Coleman, is the result of collaboration by Jeanne Sink and Eve Coleman who worked together on all aspects of the report.

THE RIM OF THE CIRCLE

"Even the kids are saying, 'What's different this year?'" mused administrative staff member, Patricia (Tricia) Yandle. Tricia and I were chatting in the office one spring morning before I headed to the classroom of REACH lead teacher, Jeanne Sink. This was the day Jeanne's students would begin posting messages on KIDS-91, an international on-line conference which culminated May 12th with a world-wide celebration.

Tricia looked around at the students coming in and out of the office and continued, "...not as many fights...the kids are beginning to have a sense of pride about Morningside, and this is really a change from last year." Her comments triggered a response in me. As quick as the flash of a pen and pad, I was no longer just "chatting" in the office. Rather, I was "collecting data" something Jeanne and I have done for an entire school year as part of our teacher-scholar collaboration for Project REACH, the Rural Education Alliance for Collaborative Humanities in South Carolina.

Much of the data we collected is in the form of completed projects—writing samples, computer generated brochures, school newspapers, video tapes, and accounts of student presentations. We also collected data in the form of observation and reflection—Jeanne's on an on-going, daily basis and mine as a participant-observer—about the substantive changes taking place at Morningside.

Chunks of our data are leaving trails throughout the electronic circuits of the world through participation in an INTERNET conference, KIDS-91, which we would have never discovered without CUFAN. CUFAN is our REACH sponsored access to statewide electronic mail and conferencing via a cluster of Vax computers at Clemson University. It provides a gateway to BITNET and INTERNET and has served the students at Morningside Middle School as a "window to the world" during their participation in KIDS-91 and other telecommunication activities.

By May 12th, 350 Morningside students, including a majority of the 61% considered "at risk" for dropping out of school, had written and posted responses to the questions listed below. They also read hundreds of responses posted by other kids from all over the world. Some Morningside students read the responses directly off the computers in Jeanne's room as they helped her download them. Others read hard copy of the response in their own classrooms. One day alone, Jeanne photocopied four sets of 53 pages of international response for Cecelia Meyer's high risk sixth grade students to read. The questions were:

1. Who am I?
2. What do I want to be when I grow up?
3. How do I want the world to be better when I grow up?
4. What can I do now to make this happen?

The students' responses served as their entrance into KIDCAFE, an international, electronic conference "for kids 10-15..to talk about whatever they like, establish relationships with new friends in other countries discuss the future, school, hobbies, environment, or whatever" (Washington Post, February, 1991). The students become global partners with other students around the world; the common bond was language.

On May 12th, three Morningside students participated via "live-chat" computer conference in the KIDS-91 culminating celebration. For next year's celebration of KIDS-92, Morningside hopes to participate in the celebration in an even bigger way, involving more students and using a satellite dish and videophones to see their global partners.

THE HARD CORE: AGAINST THE ODDS

Against all odds, students from Morningside Middle, a school in the crime-ridden "neck" area of North Charleston, SC, talked about their electronic "key pals" who live in places like Armenia and Estonia as if they lived across town. Against all odds, Morningside students, some of whose families had no telephones, sent their ideas rippling out beyond the classroom, beyond their school, beyond their country and became members of a true global community.

Morningside Middle—a school of 750 students with the socio-economic criteria to qualify it as a Chapter 1 school, a 50% minority population, a 15% handicapped population, and a high percentage of "overage" students—was the only school in the state of South Carolina to participate in the high-profile KIDS-91 computer conference started by Norwegian, Odd de Presno.

What does it take to overcome the barriers to learning which face a majority of Morningside Middle School students? One way to begin, the teachers at Morningside decided, was for the students to spend a year exploring the theme, "Against the Odds." This was the theme Morningside adopted as the focus of their REACH activities, and this was the theme around which much of the curriculum at Morningside revolved during the 1990-91 school year.

MOVING TOWARD CENTER CIRCLE

On one of my visits to Morningside, I leafed through a "low-tech" sign-in notebook placed on a table near the front door in Jeanne's high-tech classroom. Jeanne saw me and casually commented. "Oh, that's what the students use to sign in when they come in here to work before school. You should see this place between 7:00 and 7:30 in the morning. Some kids come in to work on history projects; some want to make brochures they've seen the other kids with. One boy I'd never seen walked in and asked to call his father's bulletin board at the Air Force base with our modem. It's wild!"

I suggested to Jeanne that we might want to take a closer look at this as "data." Jeanne laughed, "I think we've got more data then we can report, don't you?" I did, but it's hard to break the habit.

How did all this data collecting begin and what does it mean? Through the same circular process by which change has come to Morningside, we hope to describe those patterns of change that have REACH at their core.

CONCENTRIC: "HAVING A COMMON CENTER"

When we were first asked to participate in a teacher-scholar collaboration to document REACH activities, we hesitated. How would we be able to filter out what changes resulted from Morningside's participation in REACH, as opposed to what was resulting from Morningside's involvement in several other major initiatives to improve instruction and school climate? In the end, we decided that the REACH activities were not "in opposition" to the other projects; REACH activities were operating parallel to, or in conjunction with, the other projects.

In trying to analyze the effect that REACH has had on Morningside, we finally realized that all of these initiatives were like concentric circles, each having the same center. The REACH philosophy was at the core of "what was different" about this school year. What is changing at Morningside is that young people are beginning to work collaboratively with each other, with their teachers, and with the community to communicate, through many forms, an understanding of their world and the world around them. In some cases, REACH was actually the driving force behind the changes occurring. One example of this is the sixth grade earthquake unit.

THE EPICENTER: FOCUS ON EARTHQUAKES

On major initiative Morningside is involved in besides REACH is that it is an Associate School for restructuring activities through a grant from the South Carolina Center for Advancement of Teaching and School Leadership. Part of Morningside's restructuring plan called for teaming and development of interdisciplinary units. The sixth grade teachers, working in teams, took their REACH theme, "Against the Odds," and decided to introduce an interdisciplinary unit on the "odds" for earthquake survival. Given middle school age students' fascination with disasters and the fault on which the Charleston area rests, this was a highly motivational topic. It also proved to be one which prompted a great deal of learning.

As part of the unit, students read legends about earthquakes in reading class, studied about earthquakes in science, studied earthquakes from a geographical focus in social studies, and made statistical projections in math. The teachers worked with their district level language arts consultant, Sally Newell, to develop writing across the curriculum activities centering around earthquakes. Students wrote almost every day during the unit. Teachers collaborated to arrange speakers and ended the unit with a pizza party, using the pizza as a metaphor for the earth's crust. Calling themselves the "Tremor Troops," the sixth grade students were immersed in common study in every class for the duration of the unit.

MAKE SENSE OF CIRCLES

In keeping with the idea of concentric circles, we see a pattern emerging that, itself, is like concentric circles. We see teachers moving from individual planning in isolation to team planning to grade level planning to whole school planning for thematic, student-centered learning.

Another pattern is that students and teachers are becoming partners in learning and teaching. After the earthquake unit, sixth grade teachers presented their students with the following:

The Aftershock Survey

Please answer the following questions as honestly as possible. It will help your teachers do a better job next time. Thank you.

1. The part I liked best about this unit was...
2. If I could change one thing about the unit it would be...
3. The most important thing learned was...
4. What else would you like to learn about earthquakes that you didn't find in this unit?
5. If we had more time, I wish we could...

Things are changing at Morningside. While some of the teachers may have lost sight of where these changes began, we believe that many of the exciting ideas generated this year had REACH at their core.

THE CORE TEACHERS

For new teacher, Cecelia Meyers, Project REACH and the other initiatives have been a wonderful way to begin her teaching career. She is the 1990-91 recipient of Charleston County's Sallie Mae award for first year teacher—the rookie of the year. Cecelia has been a driving force behind REACH, as have veteran teachers like Peggy Collins. And Jeanne, nominated by her faculty, was chosen as one of Charleston County's five "Teachers of the Year." The teacher who will enter the State competition has yet to be announced at this writing.

We think that all teachers at Morningside should receive special recognition for the work they have done this past year. A renewed spirit exists among teachers at Morningside, who are beginning to make significant changes in their teaching and in the learning that occurs in their classrooms. Jeanne thinks today's teachers need to be pioneers. If this is so, Morningside teachers and forging new frontiers, with technology playing a major role.

CIRCLING BACK TO REACH

The emphasis on technology was sparked, in part, by the telecommunications access provided through REACH. Because of my own involvement with REACH, I began demonstrating the CUFAN network to teachers in 1988. My enthusiasm for the possibilities for global communication spread to Jeanne, a true pioneer, who took a course it offered, Telecommunication in Education, in Spring, 1990. Jeanne wrote her technology grant as a project for the course and soon after submitted her school's REACH application. Before she received either grant she felt strongly enough about the possibilities of online access for kids that she paid her first CUFAN bills out of her own pocket. The spark that started with REACH has now become a flame of excitement spreading throughout the school.

COMMAND CENTER

The flames of excitement over the possibilities for student success at Morningside have spread through the school. The center of this flame is Room 216. Jeanne's high-tech classroom, the Media and Technology Center, looks a little like the command center for a space launch and does, indeed, serve as "command center" for many of the changes and innovations at Morningside.

The Technology Center, funded by a SC Target 2000 Innovation grant, has provided the equipment and materials to produce many of the products resulting from students' exploration of the theme, "Against the Odds."

In the Technology Center, students have access to the latest advances in emerging technologies—Macintosh, Apple IIGS, and IBM computers, a scanner, a laser printer, a video camera and VCR, several laser disc players, a modem, a CD- ROM player, an encyclopedia on CD-Rom, VCR Companion software which enables the students to import graphics onto the videos they produce, and even a bar-code reader. One of the most heavily used items in the Center is the $10,000 *Video Encyclopedia of the Twentieth Century*. Students use this often to find historical clips relating to topics of study.

In reporting what an important tool the video encyclopedia is for learning and teaching, one educator commented that it's one thing to read the speeches of Martin Luther King, Jr., but only when one hears the speeches can they be fully understood and appreciated. Print, as powerful as it is, is one-dimensional.

In writing this report, we, too, felt the restrictions of confining our report to print. How much better if the reader could see the student-produced videos, read all 350 responses to the questions posed by KIDS-91, and watch these "high-risk" students work in ways that are amazing to their own teachers.

Morningside teachers are describing the students as much more independent learners. Jeanne says REACH has given students opportunities to show their teachers they can perform "valuable" work. Because of their competence with technology and their interest in

thematic topics for study, students now help their teachers in ways the teachers never dreamed of asking. The students have become their teachers' research assistants, helping them identify and produce valuable resources for teaching and learning. Much of this research and production takes place in Room 216. On any given day, a constant stream of students and teachers goes in and out of the Technology Center, most bent on purposeful learning and teaching.

Morningside's principal, Barbara Cohn, reported that she "believes because classroom activities are (now) more product-oriented, there is more of a conscientious effort on the part of students to participate" (Dunham, 1991, p. 3). Dr. Marla Dunham, an associate professor from Charleston (SC) South University interviewed Barbara Cohn and toured the school recently. She was one in a series of professional educators who visited Jeanne's classroom during the school year.

Depending on when the guests visited, they would have seen a particular stage in the evolution of REACH activities which moved from a focus on "self" to a more global focus—"self" as part of the world community, culminating with participation in KIDS-91.

THE CORE: INNER-DIRECTED

One of the first major REACH activities began with "the brochures." As a first step in examining the theme, "Against the Odds," students were asked to make computer-generated brochures about themselves. First they composed their "copy". Then they typed their "panels" with a word-processing program and saved them on disks. Next, they imported the panels into a template from the program, *Springboard Publisher*. If they had a picture, they scanned their picture onto the front page. Otherwise, they used a program called *Computer Eyes*. This is the type of activity that, in the past, teachers at Morningside would have used only in the gifted and talented program. But all that has changed.

Over two hundred Morningside students have made brochures, some coming in on their own before school. Eighth grade student, Albert Nedrow, become the resident expert for brochures. As a final step, Albert helped other students edit and print their brochures. At last count, approximately 100 sixth graders, 100 seventh graders, and 35 gifted and talent program students had made brochures about themselves.

MOVING AWAY FROM THE CORE: THE TRANSITION

Students at Morningside have been studying the principles of audience and voice in communication without even realizing it. The natural progression of activities moved them from the core of inner directedness to wide audiences for their writing, speaking and performing.

An example of the gradual move is an activity that required students to research and report on a person who had made it "against all odds." For this project, students used print encyclopedias and books about people who had overcome barriers, written reports, typed them on the computers, and printed them onto aqua blue construction paper. Some students cut out pictures from magazines or illustrated their reports in other ways. For Morningside students, these reports were a transition from a focus on "self" to a focus on a broader audience.

MOVING FROM THE CORE: THE SCHOOL AS AUDIENCE

If "all the world's a stage," then all the school is the audience for students at Morningside. REACH and related projects have provided multi-media occasions for students to use language in meaningful ways. Many students have been interviewed or have written for the newly established school newspaper and the morning news show. Most students have read the work of their peers in the school newspaper, and all students have had the opportunity to view the student produced, *Mustang Morning Report*, once a week during most of the school year.

Morningside Matters

The first issue of *Morningside Matters* was published in March. Other issues followed. Students, under Jeanne's direction, have taken all responsibility for the paper, which has documented many REACH activities. The students interview teachers, write articles, do the typing, layout the paper, and use *Springboard Publisher* to put it together. They have enlisted the help of their business partner, Westvaco, to photocopy it. Students take this work seriously, using the scanner to intersperse pictures with text.

The Mustang Morning Report

Another way students are using the school as audience is through their weekly news show, which is broadcast throughout the school each Friday. Teachers at Morningside think the choice of anchorman for the news show is an example of how things are changing in the school. The anchorman chosen, Ron Brown, turned out to be a leader among many of Morningside's "hard core" students. Now, Ron has become someone teach-

ers and students, alike, respect and consult. After the following article appeared in *Morningside Matters*, Christian Boorse joined Ron as co-anchor. According to the article,

> *...At the beginning of the week, Ron meets with Mrs. Sink and Mrs. Collins to help decide what events to research. Next, he must help find reporters and talk with teachers whose classes will be involved. By Tuesday, the 'copy' must be ready for the week's show. Ron types this in the Media and Technology Center. On Wednesday and Thursday, tapings for the show are finished. Ron watches the clips to see if he thinks they need to be shot again. He is glad to have Christina aboard to share the work. There is also music for the background that must be chosen and computer graphics for credits and titles that must be done. Jolly good show ya'll (Alley, 1991).*

Some students have become specialists at jobs they took on with no prior training and which continue to awe their teachers. Dana Hunter has become expert at whizzing through the *Video Encyclopedia of the Twentieth Century* to find clips to go with the weekly segment, "A Moment in History." Breon Knight has also found his niche through the morning news show. He has become the graphics expert for the morning news, finding things to do with the VCR Companion that Jeanne and I probably never would have. Breon, a participant in the gifted and talented program, says he didn't do as well as he should have last school year, but because of his involvement with the news show, he has applied for admittance to the academic magnet school for next year. School has become an interesting place for Breon Knight, and others like him.

MOVING FROM THE CORE: BEYOND THE SCHOOL

Let it be not said that the "stage" for Morningside Middle has been restricted to the school. On April 19th, 1991, Barabra Cohen and Tricia Yandle, along with teachers Jeanne Sink, Peggy Collins, Cecelia Meyers, and Gail Newton beamed with pride as Morningside students spoke to a chapel full of educators who had come to Charlston Southern University to hear about the South Carolina Center for Advancement of Teaching and School Leadership. Ron Brown talked about the news show; co-editor of *Morningside Matters*, Ricsha Edgar, described the paper; her co-editor, Jeremiah Dunham, described his association with scientists from Westvaco through a school mentor program; Breon Knight told about using graphics for the news show; Tricia Hebb talked about KIDS-91 and other telecommunications activities; Dana Hunter described her weekly scan through the twentieth century for the "moment in History" clips; and other students described the behaviour changes they had experienced as a result of new programs. The students were confident, articulate, and almost as proud of themselves as the whole room was of them. They have come a long way in a short period of time.

CIRCLING THE GLOBE

If, indeed, "all the world's a stage," then Morningside students have REACHED beyond the confines of their narrow words to broaden their audiences through communication. We started this report by recalling the day students began posted responses onto KIDS-91. It is fitting here, at the end, to recount another incident we logged that day. As we stood off to the side of Room 216 watching some students sitting at the computer with the modem, while others composed responses on other computers, and still others read responses, we overheard two students puzzling over the responses they were reading form their "global partners."

"This computer must have a translation program. All the responses (from all over the world) are in English," said one to the other.

When it finally dawned on the students that kids from around the globe were all writing in English, they were surprised. We could see it in their faces and hear it in their voices. Morningside students were experiencing the fact that there is a world out there where people care enough about communication not only to learn another language in school, but also to use that other language for important purposes. They were coming to the realization that although they where writing to other students in faraway places who have very different cultures, very different appearances, and different languages, more binds these students than separates them.

Yes, things are changing at Morningside. But change is slow. The important thing is that while the "hard core" still exists at Morningside, it shrinks with every student who discovers the power of language, the pride of competence, and the joy of learning.

REACH Project Summary
Pickens Senior High School
English III
Troy Terry, Teacher

This year's REACH project "Coming Home: A Project to Discover Community" has built upon the lessons learned in the previous three years of participation in my classroom. I purposely tried to incorporate more of a whole-language approach using more contemporary southern novels, more writing assignments, and more projects which actively involve students using different teaching/learning styles. Overall, this year's students produced some of the best writing yet generated by any of my classes. Their enjoyment of the Southern novels, especially, was obvious.

Our first writing assignment was titled "Impressions of My Community." Students explored their likes and dislikes in some very accurate descriptive papers about small-town life. These writings were shared as an end-of-the-year activity with the same students. It was amazing how our activities within the REACH project had changed some of their earlier impressions.(appendix 1)

We began our year with an exploration of the native American traditions of our area. We studied the oral history of the local Cherokee Indians through the legends that still are passed down and the place names that still surround us in Pickens County. Hurley Badders, a local member of the community, came into our classrooms to discuss the presence of the Cherokees in our community's heritage. As time ran out, he was still fielding questions from students. An interesting aside to this study was a examination of simile and metaphor in a children's book called Knots on a Counting Rope. Students listened to the tale of an Indian who passes own to his grandchild the story of his birth with each knot counted on a rope. Some wonderful descriptive paragraphs using simile and metaphor were the result of this exercise. Later in the year, we continued the study of Native American heritage in the modern world as we read and discussed Forrest Carter's Education of Little Tree. There was not a dry eye in the classroom as we read the last chapter together. Boys and girls openly wept at the deaths of the grandparents and Little Tree's loneliness in the real world. The lessons Little Tree learned were taught as well to my students. In a short writing assignment, students were asked to discuss a lesson that they had been taught by their grandparents or an older person in their life. Some of the writing was quite touching. (appendix 2)

Thornton Wilder's play Our Town allowed our students to examine some of the themes of small-town life while also discussing the universal's of man's existence. The fact that most people don't really appreciate life while they live it was a sobering topic which many students embraced in their writings about the play. Their constant references to their own small town brought out their own feelings of identification of the characters of Emily and George.

In a study of Revolutionary period literature, our students read about their own Gen. Andrew Pickens and his contributions to the local community. Many of them had never heard of the forefather for whom

their county is named. An Autumn trip to the local Pickens County Historical Museum allowed our students to see artifacts from their local history. It was a tremendous success.

As a fun Halloween exercise, students read tales of S.C. ghosts and then brought in their own ghost stories. They were amazed at the tales of the gray lady and the Lady with the Lamp at St. Helena. They were also surprised when their own personal stories were so alike. It seemed some of these same stories have been circulating around the upstate for years.

After reading excerpts from Thoreau's Walden, students were encourage to write about their own Walden, a place were they could go within the community and commune with nature. Journals from this exercise were some of the most open and enlightening of any writing assignment of the year. Students who at first scoffed at this "old age spiritualism" were surprised at what they learned and how they were affected.

Clyde Edgerton's Walking Across Egypt again proved to be my students favorite book. They proved that last year's success with the novel was no fluke. Again, I had many students who confessed to me that this was the only novel they had read or read from start to finish. They identify and dearly love the main character, Mattie Rigsbee. This year in addition to writing about their own Mattie's, I made them take Polaroid cameras to photograph their Mattie if they could. The results were astounding. Because of this, we had feedback from grandparents, aunts, uncles, and older members of the community who had been chosen. The students were extremely proud of their work, with reason.(Appendix 3) Students also had their hand at writing fiction when they tackled the job of re-writing the ending of the novel (many weren't satisfied with Edgerton's attempt). These writings were both entertaining and very strange as we learned when the authors read them to the class.

The 2nd annual trip to the state museum was, again, a rousing success. Students really enjoy the opportunity for a field trip and the learning that takes place at this fine facility is often undetected by them. They just think they're having fun.

College Preparatory Juniors were introduced to some modern Southern short stories by my practice teacher, Ms. Gina Skenteris from Clemson University. Through dialogue journals, literary gossip circles and writing workshops students explored the Common Qualities of Southern Literature adapted from Edgar H. Thompson's article in Signal magazine. Students read exerpts of "Listening" from Eudora Welty's One Writer's Beginnings and "A Worn Path", William Hoffman's "Amazing Grace",and Bobbie Ann Mason's "State Champions." The culmination of this unit was the student's writing their very own Southern short story incorporating some of the above discussed qualities. They were wonderful. A bulletin board designed by Ms. Skenteris and contributed to by individual students mapped the local area of Pickens County with photographs and drawings. Finally, the last day before Spring Break saw all students enjoy a celebratory feast of Southern foods.(Appendix 4) After complaining all year about having out of class novels assigned to them, college prep students were given a list of Southern novelists to choose from. Many read for the first time the works of Pat Conroy or Ferrol Samms. Some were very surprised that they liked the books.

Pat Conroy's novel The Water Is Wide was the last major project for my general class. Much of the novel was read in class and the movie "Conrack" was also used as a supplement because of the difficulty of Conroy's vocabulay for many general students. With slides of the actual Daufuskie and my own lowcounty accent, I introduced my students to a part of the state many of them had never seen or heard of. Now they want to take a field trip to "the island."

As a REACH teacher at Pickens High School, I think our program gets stronger every year. I've learned to incorporate REACH into my everyday classroom. No longer is it just a special project and an end-of-the-year festival. Daily my students encounter experiences from their community, state and region. My students are reading and writing more than they ever have. Instruction in the Basic Skills is increasing not decreasing as students incorporate their learning rather than just memorizing vocabulary and doing worksheets. This year's success, based on student's output and their enjoyment, has proven to me that REACH is an integral part of our curriculum. Now we have to make sure that every teacher is participating!

FORT MILL HIGH SCHOOL

"Showcase for the possible"

Fort Mill High School's *vision* is to be an exemplary high school which is future oriented and responsive to change.

The school we envision ...

- is building on a foundation of solid tradition
- is committed to making life-long learning a reality
- is interpreting and responding effectively to change based on student needs and community standards
- is characterized by currency in staff and technology
- is functioning as a showcase for the possible

Fort Mill High School's *mission* is to prepare students to go on to advanced education, to get a job in a competitive world economy and to function as citizens in a democracy.

March 20, 1992

Dear REACH Committee:

This year I have been involved with a group of students who are near the bottom of their class based on previous standardized test scores. In an attempt to turn their performance around, we scheduled them into a special class that integrates some of the concepts they are learning in their economics/government class with some of the concepts they are learning in their English II class. By capitalizing on that connection and using other motivational techniques, my students have had what I consider after 18 years in the classroom phenomenal success with difficult material.

These students have had weaknesses identified in nearly every subskill on South Carolina's reading and writing Exit Exam, yet the first week of school I was able to hand them copies of LORD OF THE FLIES, a book many college preparatory students are challenged by, and they have made a great deal of meaning of the book. They have told me about the symbolism of the colors. They have explained to me and each other how each of the characters is like a certain kind of government. They have discussed at length the evil, the "beast," that lurks within each of us. They have exclaimed in frustration about the wrongdoing of the characters and compared them to government officials and laws they have heard about in the news and studied in their government class. I even overheard two whispering comparisons of people in a sophomore class meeting to Piggy, Ralph, and Jack from the book. They have been able to read and understand with such depth, I am convinced, largely because of the connections their class has had, especially to their social studies class. I am convinced of this because my experience tells me and because my students tell me.

The LORD OF THE FLIES unit was our most comprehensive effort at integrating our two curriculums, but the teacher of the government class and I met repeatedly over the summer to plan a number of lessons that would cross that invisible line between courses that is created by the BELL. We identified major goals each of us had in our courses and developed strategies that would allow us to complement each other. Then, our administrators scheduled our courses back to back so that our common students would effectively have a two hour block in which to study, read about, think about and connect the ideas relevant to both classes. In doing

this, students began to see what they were learning in English/government as relevant to real life, not just to what happened between bells.

There have been problems for sure during this first year. Several students assigned to the government/economics class who were not also in my English class, lack of planning time, our own inexperience all created stumbling blocks. However, even with a less than perfect situation, the response of the students has been tremendous. They say they feel like they belong somewhere. They say they feel like their teachers care about them more than the curriculum. They like having two teachers to help them tackle an idea and see how to apply it in more than one way. They love the time flexibility. We are committed to this approach to educating many of our students and plan to continue developing and refining the program so that next year, our students will be even more successful.

Sincerely,

Beth Spratt

Beth Spratt
English Teacher

Dutch Fork Venture

Betty Ann Slesinger
Joe Cioffi
Jo Mayer

Through the Dutch Fork Venture program the students are introduced to different aspects of their local history. Before this introduction, they may not have been aware of this history. Being in an area populated by people that have moved in from other places, the Venture program helps to develop a sense of community in our school and in the area around our school. The program is designed to build independence and curiosity about learning while adding new levels of content and understanding. Through a whole language approach that interconnects three grade levels and several disciplines, we avoid fragmentation making the students active participants rather than passive observers in the learning process.

The Dutch Fork Venture program has a variety of goals. The students will become active learners using many different research skills including library skills, interviews, and field trips to local organizations and businesses. The students will learn questioning skills that will become lifelong skills. Related classroom activities will be supported by the community and school activities to help make the program more "hands-on" oriented. The program will also be integrated across the curriculum to help keep the program, teachers and students from being fragmented. This is designed to teach the students to transfer content from one class to another and also in daily life. The students will also learn how to present their findings to an audience in an effective manner which will help them gain valuable skills in group and interpersonal relations.

Some of the projects covered this year through Dutch Fork Venture include:

- A quilting club in which students learn the joys of quilting.

- Guest speakers from The Institute of Archaeology.

- Student exploration of topics of choice through I-Search papers.

- A community survey which covers topics on geography, food, occupation, flora and fauna, dialect, etc.

- A walking tour of historic Columbia.

- Viewing of "Before Freedom: The Antebellum South" at McKissick museum at USC.

- A visit to the South Caroliniana Library for research on old maps of South Carolina.

- Guest speakers including Mr. and Mrs. Furman Younginer; Mrs. Ann Campbell with artifacts from South Carolina's past; "Pappy" Scherryl, who plays the fiddle; and Mrs. Tez English, a story teller.

THE DARLINGTON SCENE

St. John's High School REACH Project

Students at St. John's High School, Darlington, South Carolina, are compiling THE DARLINGTON SCENE, a literary production containing works representing all levels of student ability. The works focus on the theme of relationships. As the students have explored their origins and environment, they have become aware of the richness of their heritage and will be sharing their knowledge with others in their community through their publication.

The overwhelming success of the first and second editions of THE DARLINGTON SCENE led to continuation of its production. SJH faculty members continually search for avenues to spark creative activity in students, and THE DARLINGTON SCENE is the perfect publishing vehicle for them.

The project encompasses all levels of learning, from basic skills to higher levels of critical thinking. Students participate in the world around them by recording that world in oral and written forms. The main goal of the SJH REACH team is creative production. Publication of student works addresses the concept of student self-esteem and provides personal motivation for students to continue the creative process.

In order to involve as many faculty members as possible to guide students in their creativity, mini-grants have been given to teacher proposals that demonstrate creative production in their classes. Though the grants are small, teachers have been very responsive to the call for proposals. As usual, English teachers have responded readily, and proposals have been implemented by Art, Latin, and Teacher Cadet instructors.

St. John's High School has been affiliated with REACH for four years. The school is grateful for opportunities provided by REACH and looks forward with great anticipation to continued interaction in the future.

REFLECTIVE RESPONSE

THE DARLINGTON SCENE reflects student creative response to the world around them. Tenth grade students interviewed family members in a family history project. They were introduced to oral history interviewing techniques by Ms. Becky Lawson, student assistant to Dr. Robert Simpson of Coker College when he prepared his award-winning project, "History of Bright Leaf Tobacco in South Carolina During the Wood-Curing Era, 1800s-1940s." The tenth graders chose family members to interview and created questions for the interviews. After role play sessions in their classes, the students conducted interviews and submitted written responses for use in the school magazine. Out of the sixty interviews submitted, Interviews were published that reflected historical value. The interview of Mrs. Hattie Lucas was accompanied by a photograph taken on her one-hundredth birthday. An art student at St. John's High School created a drawing from the photo to be published adjacent to the interview in the magazine.

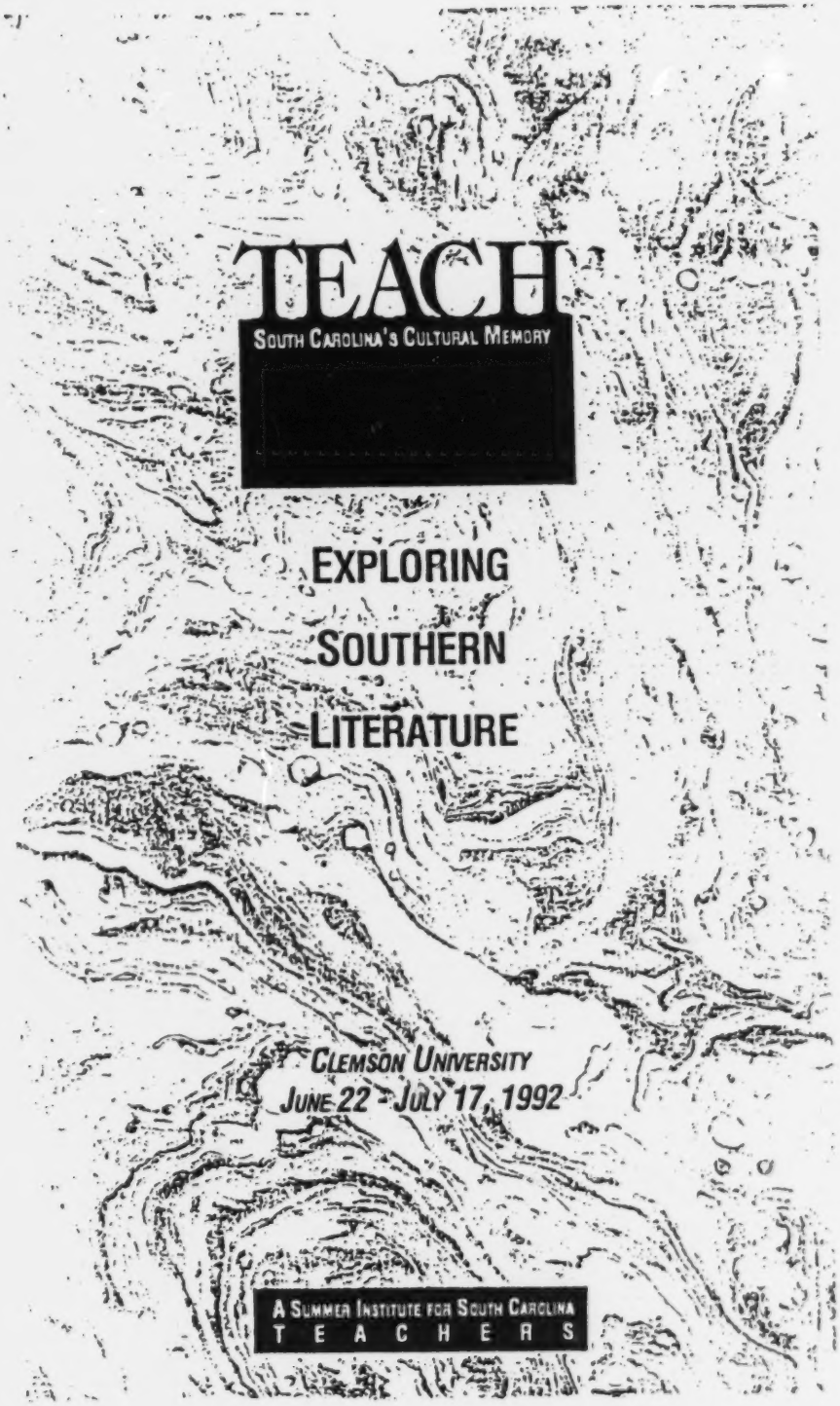
The poem "Darlington Essay" is particularly poignant to me because I know how it feels to move to Darlington and establish new relationships, an experience shared by many others. The poem also reflects a portion of the magazine which is exceptionally strong year after year - student poetry.

- Margaret Ann Middleton

REACH

1991-1992

Section 2 Exhibits


TEACH
South Carolina's Cultural Memory
EXPLORING
SOUTHERN
LITERATURE
Clemson University
June 22 - July 17, 1992
A Summer Institute for South Carolina
T E A C H E R S

TEACH

South Carolina's Cultural Memory

A Summer Institute for South Carolina Teachers

In the summer of 1992, the Department of English at Clemson University will sponsor a four-week program for teachers. The project, TEACH, is designed to give Teachers an opportunity to Enhance their Appreciation for Culture and History. In concentrated study with outstanding humanities scholars and artists, classroom teachers will deepen their knowledge of resources available for helping students discover the excitement of learning the kind of history and literature that can remind them of their own significance as active contributors to the culture of South Carolina.

Dates

June 22 - July 17, 1992

Location

Clemson University

Accommodations

The Clemson House will offer private rooms and baths. All meals are included. Participants are required to stay on campus weekdays. Weekends are optional.

Credit

This is an enrichment program. No credit is offered.

Expenses

No cost is involved to teachers. Travel reimbursement is offered for one trip to and from Clemson. Assigned books will be provided and will become the property of participants. Upon satisfactory completion of course requirements, participants will receive a stipend of $1,000.

Course Requirements

Participants will be required to take part in all institute activities, read and discuss a variety of humanities materials, and produce a written report on how they intend to incorporate new humanities materials into their courses, including how they plan to continue their research during the school year in association with the REACH project and in collaboration with appropriate research partners from colleges and universities.

Eligibility

Any teacher currently employed in a public, independent, or parochial school in South Carolina may apply. Participants will be selected on a competitive basis. Selection will not discriminate on the basis of race, color, national origin, sex, handicap, or age.

Program

The program will include lectures and small group discussions with outstanding humanities scholars and artists, films, field trips, and opportunities for research in university libraries and South Carolina Archives.

TEACH

South Carolina's Cultural Memory

Director

G. W. Koon
Department of English
Clemson University

Faculty

Robert Brinkmeyer
University of Mississippi

Richard Calhoun
Clemson University

Benjamin Dunlap
University of South Carolina

Marilyn Elkins
California State, Los Angeles

Emily Ellison
Novelist

Mariane Gingher
Novelist

Barry Hanna
Novelist

Trudea Harris
University of North Carolina

Stanley Lindbergh
The Georgia Review

Maxine Moore
Johnson C. Smith University

Lawrence Naumoff
Novelist

Chuck Perry
Longstreet Press

Ron Rash
Poet

Ferrol Sams
Novelist

Mark Steadman
Novelist

Carol Ward
Clemson University

Mark Winchell
Clemson University

Harold Woodell
Clemson University

Master Teachers

Ken Grant, Easley
Betty Ann Slesinger, Columbia
Henry Spann, Belton

Research Coordinator

Ike Coleman, Governor's School

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REACH/TEACH Institute - Into the Classroom

By Kathy Resener
Lexington High School

Jason doesn't fall asleep in class because he is an expert on the information being discussed in class and is engaged in learning. Tonya is delighted with her new book, a gift from a S.C. poet, and writes the poetry in her journal. John is proud because he received personal information from the S.C. Wildlife Department in response to his letter requesting information. Mike who can't settle down to the business of learning, bakes a cake for his classmates as he explores 1920 S.C. cuisine. This activity was not an assignment but voluntary on his part. Jennifer beams as fellow students compliment her baking. Daniel justifies the importance of the lesson when Tina asks the question "Why do we have to do this?" Danny, a non-reader, eagerly shares artistic talents with fellow students, as he compares and contrasts life in the1920's with the present. Kevin and Tiffany take pictures of the power plant they are touring so they can share what they saw with others. Lisa, a deaf student, chats with author Idella Bodie about deaf characters in books and Robbie thanks his teacher because he enjoyed the activities that day. Is this my fantasy? Read on to find out why these events are so unusual.

Project Focus

The focus of the Lake Murray project was to provide my remedial students with relevant, interesting and authentic reading materials so students could interact more personally with their reading to generate enthusiasm in the curriculum and encourage a lifetime reading habit. Yes, my expectations were high and optimistic. I also wanted to teach my students to use strategies while reading to improve their comprehension and retention. Futhermore, I wanted the students to organize and provide evidence of what they had read through writing. Finally, I wanted student involvement; passive learning was out! I was going to be a facilitator of learning, not a resident expert by any means, on the subject of Lake Murray.

The main activities revolved around the literature on Lake Murray. I read to the students and they read silently. They completed various writing activies including journals, letters, interviews, and graphic organizors which helped them remember what they had read. They used their artistic abilities on frequent occasions. They engaged in cooperative learning activities too. They interviewed author Idella Bodie and attended her booktalk. Food was the focus of a few activities and a trip to the lake and power plant provided interesting information to react to and an appropriate culmination to our study of the lake.

Outcomes

The outcomes of the project were numerous. Everyone could contribute and feel a part of this learning experience. As I monitored student behavior, I found that even the students who were poor readers and lacking in motivation contributed and never fell asleep in class. The non-threatening nature of the project welcomed involvement and participation. Because the students were exploring their own history they felt important and self-esteem improved. Values were taught and there was a feeling of wellness, even excitement in the classroom! Faculty members volunteered information as well as family members of the students. Students experienced multi-cultural awareness and southern pride. They developed important communication skills through writing as well as interpersonal skills through interviewing others and participating in cooperative learning groups. They were interested in what they were reading because it was relevant to them. I even experienced a renewed interest and enthusiasm for teaching!

These students are Remedial English students in grades 9-12 at Lexington High School. Their third nine weeks consisted of activities revolving around Lake Murray. This course of study was implemented as a result of the TEACH Summer Institute at U.S.C. and was conceived there. The students benefited from exploring some of the history of Lake Murray a recreation hotspot near their high school.

Since the lake had universal appeal, I felt that students would be motivated to read about it. These remedial students will not read unless the materials are brief and interesting. They get bored easily and I hoped to increase their enthusiasm for reading by providing meaningful relevant materials.

Before I participated in the TEACH Institute I was feeling some frustration with the apathy my students displayed. Some were turned off and tuned out to the curriculum. TEACH promised student involvement.

Were my students really interested in history? The majority didn't know when and why the Civil War was fought. I wanted to become educated in local history too and we were all going to get into this together. It was time to develop some Southern Pride!

These are some the things that I wanted to accomplish through my study of Lake Murray. First I wanted my students to write for real purposes. I also wanted to generate enthusiasm in the curriculum by using relevant materials. In addition to reading I wanted to teach reading strategies. For example we would activate prior knowledge before reading a Lake Murray related article and establish a purpose for reading it.We would use the context clue strategy to obtain meaning when confronted with a new word and image or create pictures to remember what we are reading. Paraphasing what we just read would determine if we understood it. Our critical thinking would be enhanced by writing summaries and response journals in addition to completing graphic organizors which assist in the writing process as well as in retaining what was read.

By reading a novel by a local author with a Lake Murray setting, I hoped my students would experience a more personal interaction with the literature. Reading to them would expose them to new experiences, extensive vocabulary, and the pleasure of reading while teaching story elements and structure.

Meeting and interviewing the author Idella Bodie would deepen their understanding of the novel and increase their enthusiasm for reading.

When I entered the institute I knew I wanted to provide my students with a better perspective on historical issues and explore the culture of the south. But I taught Remedial English. What approach would I use? Maybe I could research and collect folktales of the region and we could use them as a basis for studying story elements, grammar etc. When I went to the library, I started by looking at materials appropriate for my mostly male at risk student population. I found a pirate story. I knew my boys liked water and the activities revolving around it. That's when Lake Murray entered my project and I knew what my focus would be if I could find some literature on it.

I found a Lake Murray novel written by a local author and my project took off. Newspaper articles on the generation of electricity from the Lake Murray dam came next. Then literature on the lake beginnings from Sandlapper magazine were added. I found letters written to The State newspaper editorial page on the dam. I was able to collect a wealth of materials on the lake during my research conducted during the summer as part of the TEACH Institute. I continued my research during the school year and involved my students in the process of obtaining information on the lake.

The opening activity consisted of writing what the students already knew about the lake and what they wanted to know. They broke into groups and generated specific questions and where they

could find the answers. They wrote letters and received information addressed to them in the mail. John was quite impressed when he received such a substancial reply to his letter. He attributed it to the time he spent writing his letter of request which had been quite detailed and specific in the information he requested.

An article from *Sandlapper* magazine by Helen B. King entitled "Christmas Under Lake Murray" generated lots of interest, enthusiasm, and history. The students decided that having candles on Christmas trees was a little dangerous back in the 1920's. Patrick in his response journal appreciated the fact that they still had a "merry Christmas" without all the presents that we exchange today. Danny and Jason cooperatively drew their respective depictions of Christmas then and now. Danny drew and Jason colored the smokehouse and fireplace. Danny doesn't read well and enjoyed sharing his art expertise with the other students. Matt was interested in the civil war and the article by King which mentioned how Sherman's soldiers spared a particular home. Matt enjoyed telling us of his involvement in the Civil War reinactments and his uniform that he wears when he participates in them. What a great example of Southern Pride he demonstrated to his class.

I had mentioned that I read the book *Stranded* to my students. The setting of the book was Lake Murray and the students really enjoyed being read to although they were not always completly satisfied with the book. The students suggested that the book needed more action and adventure. Idella Bodie, the author who lives in Aiken and has a home on Lake Murray, admits she has stiff competition from books with lots of sex and violence. But during our interview with Idella, she won the students admiration and respect. The students were disappointed that the main character in the book did not shoot the villain when he had the opportunity. Instead he threw the gun in the lake and helped the villain who suffered a snakebite.

They confronted Ms. Bodie with their feelings that the main character had "wimped out." Ms. Bodie said she personally wouldn't have shot the villain in her detailed explanation of the way the author expresses personal beliefs through writing. Later, Scott who expressed his favorite Lake Murray activity in his journal writing because it helped him pass the exit exam, said he learned through the book *Stranded* good morals and values.

We continued our study of the lake by viewing a video on how the Lake Murray dam was built. The video showed the actual steamshovel digging the dirt and loading it into train cars which dumped it making a huge earthen dam. The students observed that the process was very tedious. Black workers singing to keep a rhythm so they would move a train track in unison were interesting to watch. Tanya, a black student commented that she had respect for her ancestors who built the dam.

Summary writing was taught as we read the article entitled "They Sleep Beneath Lake Murray." Before the water inundated the area, the people had to decide what to do with their loved ones in graveyards and cemetaries. The students learned about many rough decisions and anxieties which faced the people who had to move themselves, their homes, and in some cases their loved ones in graves. Tina wrote in her journal that summarizing helps you understand what you read. Jeff said "It helps you remember what you read. They all agreed that tough decisions are part of life.

Jennifer Graham's response to Christmas Under Lake Murray.

> Today we studied about the people who lived on the land that eventually became Lake Murray. We learned about how the families coped with life, how they did their chores, where they got their food, and how they preserved it. This interested me and I enjoyed learning the facts about the past.
>
> I think history is very important. We need to know what happened back then so when it happens again we will know how to handle the situation, good or bad.

Reading about Lake Murray helped me with my reading and writing. If you know what you read you will have an easier time writing about it. Reading also improves the way you speak and write.

Lake Murray is a very historical site and an enjoyable subject to learn about. We all need to help preserve it.

Jennifer's reflection on the experience of writing on Lake Murray:

It's not hard to write. Write as if you are talking to someone and go into deep detail about what you learned. Then, give it a good ending.

Teacher Reflection

The article "Christmas Under Lake Murray" was packed with Christmas traditions that were practiced by the southerners living in the towns where Lake Murray is now. I wanted my students to understand and remember the content, and develop a respect for their own culture and traditions while realizing that these traditions are kept alive by sharing them with each generation. I hoped they would enjoy the topic of Christmas and share their Christmas traditions with each other.

To understand and remember, we established a purpose for reading. That purpose was to read questions and look for the answers as we were reading. As we found the answers in the text we highlighted them. The important information which was highlighted helped us to complete a comparison /contrast graphic organizor and that in turn helped us summarize the article. This summary process aided in retention of the information.

Role playing activities included baking the cakes mentioned in the article and sampling them. Also popular were the artistic representations of Christmas then and now done collaboratively by the students.

The students were engaged in learning . They shared traditions with the group. They actually enjoyed what they were studying. Jennifer articulated the essence of the lesson in her writing. She said "History can be interesting and have value. Reading improves by reading. Reading improves your writing. Writing helps you understand and remember what you read."

Student Hands-On

"Be The Teacher" - Robbie Brown

This is how to remember what you have read. Before you read, clear your mind of anything on your mind and focus. Then scan over the topic, headings, and pictures. After this is done read the story. While reading, picture in your mind all of the things that the characters are doing. Put yourself right with them observing what is going on. After reading think about what you have read and if it doesn't make sense re-read it. The story will be remembered if you visualize what you read. But unfortunately, if it is boring and you didn't want to read it anyway, you may not remember it.

Assessment

I chose to use response journals as one means of assessment. The student would write their reactions to the lesson in terms of explaining what they learned about reading, what they learned about the lake, and whether they liked it or not.

John Jordan's Journal Entry

> Today we used transitional words when writing about how to make a 1,2,3,4 cake. I thought that it was pretty interesting making a cake. We worked individually on writing the recipe, but in a group when we discussed our writing. I learned to use transitional words when writine the steps in making the cake. I also learned that people in the 1920's used to make the cake. The lake wasn't there in the 1920's but the people in the valley ate the cake at Christmastime.
>
> I thought this was a good entry because John could identify what he had learned and wrote it so it made sense. He included what he learned that was related to reading and writing and some content material that he had learned which was related to the history of Lake Murray. He also said the lesson was interesting which really pleased me.

Bibliography

A. Primary Resources

Letter - From William Murray the man who Lake Murray is named after and who was the engineer of the project,to Mr. Gonzales, the editor of *The State Newspaper.*

Newspaper article - *Lexington Dispatch News* - April 20, 1929 - lists names of people buried under the lake.

Picture - *The State Newspaper* - Dec.2, 1930 - picture of the power plant when it first started generating power.

Video- kept at the Town Hall in Irmo, S.C..

Movie of the building of the dam.

B. Secondary Sources- Books

Able, J. *Irmo and the Dutch Fork Legacy* - Town Hall Irmo - Packed with history, pictures, oral history, recipes, etc.

Baynes, C. *Lake Murray, Legend and Leisure* -Stories, maps, pictures, facts and history. 1992

Bodie, Idella. "*Stranded*" - novel with a Lake Murray setting suitable for middle school students.

Secondary Sources - Magazine articles from Sandlapper magine

Bingham, John. "They Sleep Beneath Lake Murray"- Decisions the people made about their loved ones buried in communities now covered by the water

King, Helen. "Christmas Under Lake Murray." - Traditions of the people who celebrated Christmas under the lake back in the 1920's.

Secondary Sources - Newspaper clippings

The State , Nov.8, 1990 - "Lake Cost High" - History of the lake and the personal interviewsof what life was like back then.

The Record , May 12,1986 - "Homes and Farms Give Way To Lake"

Secondary Sources --Pamphlet

SCE andG - Commemeration booklet - "History of the Saluda Dam - What Everyone Should Know About Hydro Power" - explains advantages of hydro-power.

APPENDIX II

WORKPLAN, READING LIST, AND SYLLABUS FOR 1992 INSTITUTE

Workplan

The workplan for the 1992 summer institute does not include specific dates as Clemson has not yet published its calendar for the 1992-1993 academic year. Like the other two institutes, it is planned to have this one coincide with a regular summer school session.

Week One.

Traditional Southern literary themes will be the basis for reading and discussion during the first week. Prior to the institute, participants will have been asked to read The Mind of the South, The Souls of Black Folk, and I'll Take My Stand. Lectures by G.W. Koon and R.J. Calhoun will focus on these themes. The films Nashville and Crimes of the Heart will be used to underscore these themes.

After becoming aquainted with the basic themes of Southern letters, participants will then read selections from several authors that portray these themes: Faulkner, Go Down, Moses; Wright, Native Son; Welty The Ponder Heart; and O'Connor, Wise Blood. Harold Woodell will discus Faulkner and Wright and G.W. Koon will lecture on Welty and O'Connor. Novelist Doris Betts will be the evening speaker at dinner this week.

Week Two

South Carolina writers William Gilmore Simms, Julia Peterkin, DuBose Heyward, and Augustus Baldwin Longstreet will be discussed within the framework of Southern literature. Why was

the antebellum South relatively barren when it came to the mainstream of American literature? R.J. Calhoun will lecture on the South Carolina writers. Why was Simms one of the few major pre-war literary figures? In the post-war years, with the exception of diarists, South Carolina produced no writers of any description--yet other Southern state produced local colorists of note such as George Washington Cable and Joel Chandler Harris. Participants will read selections from Simms, The Yemassee; Heyward, Porgy; Peterkin, Scarlet Sister Mary; and Longstreet, Georgia Scenes.

The treatment of traditional Southern themes by these South Carolina writers will be contrasted later in the week with the manner in which contemporary Southern writers Peter Taylor, Pat Conroy, Barry Hannah, Walker Percy and James Dickey treated them. G.W. Koon will discuss Taylor, Conroy, Percy, and Hannah. R.J. Calhoun will lecture on Dickey.

The films Heart of Dixie, Steel Magnolias, Blaze, and Deliverence will be used to underscore the enduring nature of traditional Southern themes and how these themes contribute to the popular image of the South and Southerners.

A panel featuring Stanley Lindberg, Editor of The Georgis Review, Chuck Perry, Editor of Longstreet Press, and poet Ron Nash will lead a discussion of the contribution of traditional Southern literary themes to the region's cultural memory.

Week Three

On the first day of Week Three, an examination of contemporary South Carolina author William Price Fox by G. W. Koon will be a lead in for the remainder of the week's discussion

of contemporary female writers and the treatment of traditional themes.

Georgia novelist Rebecca Hill will address the issue specifically on the second day. During the remainder of the week, participants will read selections from Smith, Family Linen; Mason, Shiloah; Gingher, Bobby Rex's Greatest Hit; and Ellison, First Light. G .W. Koon will lecture and lead discussion session on Smith, Mason, and Gingher. Novelist Emily Ellison will discuss her own work.

The film Coal Miner's Daughter will be viewed and discussed on the third eveing.

Week Four

Contmporary female writers and their treatment of traditional Southern themes will be concluded on the first day of the fo Humphreys will lead sessions on her most recent work, Rich in Love.

The remainder of the week will deal with contemporary black authors and their treatment of traditional themes and the survival of black cultural memory. On the second day, a panel critic Maxine Moore, South Carolina writer Eleanor Tate, and humanities scholar Donna Winchell will lead a discussion on contemporary black fiction.

Later in the week Winchell will lecture on Ernest Gaines' A Gathering of Old Men, Moore will lecture on Alice Walker's The Third Life of Grange Copeland, and G.W. Koon will lecture on Toni Morrison's Song of Solomon. Participants will read all three novels.

The films Driving Miss Daisy and In Country will be viewed and discussed in light of the week's readings.

Reading List

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Chapman, Abraham. New Black Voices. New York: New American Library, 1972.

Conroy, Pat. The Prince of Tides. New York: Bantam, 1987.

Dickey, James. Poems: 1957-1967. Middletown, Connecticut: Wesleyan University Press, 1978.

Dubois, W. E. B. Souls of Black Folk. New York: New American Library, 1969.

Ellison, Emily. First Light. New York: Ballantine, 1986.

Faulkner, William. Go Down, Moses. New York: Random House, 1973.

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Koon, G. W. (ed.) A Collection of Classic Southern Humor Fiction and Occcasional Fact by Some of the South's Best Story-Tellers. Atlanta: Peactree Publishers, 1984.

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Morrison, Toni. Song of Solomon New York: New American Library, 1978.

O'Connor, Flannery. Wise Blood. New York: Farrar, Straus, and Girou, Inc., 1962.

Percy, Walker. Lancelot. New York: Ivy Books, 1989.

Simms, William Gilmore. The Yemassee. Albany: The New College and University Press, 1964.

Smith, Lee. Family Linen. New York: Ballantine, 1986.

Walker, Alice. In Search of Our Mothers' Gardens. New York: Harvest Book, 1983.

_____. The Third Life of Grange Copeland. New York: Harvest Book, 1977.

Washington, Mary Helen (ed.). Black-Eyed Susans: Classic Stories By and About Black Women. Garden City, New York: Anchor Books, 1975.

_____ (ed.). Midnight Birds: Stories of Contemporary Black Women Writers. Garden City, New York: Anchor Books, 1980.

Welty, Eudora. The Ponder Heart. San Diego: Harcourt Brace Javanovich, Inc., 1967.

Wolfe, Thomas. Look Homeward, Angel. New York: Scribner, 1982.

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Wright, Richard. Native Son. New York: Harper and Row, 1986.

Syllabus

SYLLABUS FOR 1992 SUMMER INSTITUTE

DAY 1 REGISTRATION. OPENING DINNER. REMARKS BY ROBERT A. WALLER, DEAN. SCREENING OF SHERMAN'S MARCH

DAY 2 MORNING: CAMPUS TOURS AND LIBRARY ORIENTATIONS

AFTERNOON: INTRODUCING THE BASIC THEMES OF SOUTHERN LITERATURE, G. W. KOON

DAY 3 MORNING: THE BASIC DOCUMENTS (THE MIND OF THE SOUTH,

THE SOULS OF BLACK FOLKS, I'LL TAKE MY STAND), R. J. CALHOUN

AFTERNOON: DISCUSSION SESSIONS, SCREENING OF NASHVILLE

DAY 4 MORNING: THE FICTION (GO DOWN MOSES AND NATIVE SON), C. H. WOODELL

AFTERNOON: DISCUSSION SESSIONS, SCREENING OF CRIMES OF THE HEART.

DAY 5 MORNING: THE FICTION (THE PONDER HEART AND WISE BLOOD0, G. W. KOON

AFTERNOON: DISCUSSION SESSIONS

EVENING: FEATURED SPEAKER: DORIS BETTS

DAY 6 MORNING: SOUTH CAROLINA (WILLIAM GILMORE SIMMS, JULIA PETERKIN, DUBOSE HEYWARD, AND AUGUSTUS BALDWIN LONGSTREET), R. J. CALHOUN AND C. H. WOODELL

AFTERNOON: DISCUSSION SESSIONS, SCREENING OF HEART OF DIXIE

DAY 7 MORNING: J A SUMMONS TO MEMPHIS, G. W. KOON

AFTERNOON: DISCUSSION SESSIONS, SCREEING OF STEEL MAGNOLIAS

DAY 8 MORNING: PRINCE OF TIDES G. W. KOON

AFTERNOON: DISCUSSION SESSIONS, SCREENING OF BLAZE

DAY 9 MORNING: RAY, G. W. KOON

AFTERNOON: LANCELOT, G. W. KOON

EVENING: PANEL DISCUSSION (STANLEY LINDBERG, CHUCK PERRY, RON RASH)

DAY 10 MORNING: JAMES DICKEY, R. J. CALHOUN

AFTERNOON: DISCUSSION SESSIONS, SCREENING OF DELIVERANCE

DAY 11 MORNING: WILLIAM PRICE FOX, G. W. KOON
AFTERNOON: RESEARCH TIME

DAY 12 MORNING: WOMEN AND SOUTHERN FICTION, REBECCA HILL

AFTERNOON: DISCUSSION SESSIONS

DAY 13 MORNING: FAMILY LINEN, G. W. KOON

DISCUSSION SESSIONS, SCREENING OF COAL MINER'S DAUGHTER

DAY 14 MORNING, SHILOH, G. W. KOON

AFTERNOON: DISCUSSION SESSIONS

DAY 15 MORNING: FIRST LIGHT: EMILY ELLISON
AFTERNOON: DISCUSSION SESSIONS

DAY 16 MORNING: RICH IN LOVE, JOSEPHINE HUMPHRIES

AFTERNOON: DISCUSSION SESSIONS

DAY 17 BLACK WRITERS IN THE SOUTH (PANEL: MAXINE MOORE, ELEONORA TATE, DONNA WINCHELL).

DAY 18 MORNING: A GATHERING OF OLD MEN, DONNA WINCHELL

AFTERNOON: THE THIRD LIFE OF GRANGE COPELAND, MAXINE MOORE
SCREENING OF DRIVING MISS DAISY

DAY 19 MORNING: SONG OF SOLOMON, G. W. KOON

AFTERNOON: DISCUSSION SESSIONS, SCREENING OF IN COUNTRY

DAY 20 CONCLUDING DISCUSSIONS, CONCLUDING LUNCHEON

NEH SUMMER INSTITUTE GUEST LECTURERS

Cheryl Abrams, who will be speaking on 14 July, is an instructor of English at Clemson University. She received her M.A. from the University of Georgia and is currently on leave while she works on her Ph.D.

Robert Brinkmeyer is Professor of English and Southern Studies at the University of Mississippi. His M.A. and Ph. D. are from the University of North Carolina at Chapel Hill. He is the author of numerous articles on modern southern fiction, and his books include THE ART AND VISION OF FLANNERY O'CONNOR and THREE CATHOLIC WRITERS OF THE MODERN SOUTH. He will be speaking 8 July.

Richard Calhoun, who will be speaking on 29 June, is Alumni Professor of English at Clemson University. He received his Ph.D. from the University of North Carolina at Chapel Hill. He is an executive editor for the SOUTH CAROLINA REVIEW. He has edited/authored numerous books including JAMES DICKEY: THE EXPANSIVE IMAGINATION, WITNESS TO SORROW: THE ANTEBELLUM AUTOBIOGRAPHY OF WILLIAM J. GRAYSON, TRICENTENNIAL ANTHOLOGY OF SOUTH CAROLINA LITERATURE, and TWO DECADES OF CHANGE: THE SOUTH SINCE THE SUPREME COURT DECISION. He has also coauthored the Twayne book, JAMES DICKEY.

Mark Charney, who will be lecturing on 9 July, is Associate Professor of English and Assistant to the department head at Clemson University. He received his Ph. D. from Tulane University. He is the author of numerous articles on film and literature and recently published a Twayne book, BARRY HANNAH.

Ike Coleman, Research Director, teaches English at The Governor's School for the Gifted and Talented. He received his M.A. in English from Middleberry College where he was president of his class. He is the Director of South Carolina Rural Writing Network and the author of a number of articles on teaching writing.

Benjamin Dunlap has written and/or produced more than two hundred programs for PBS and SCETV, including drama, performing arts, documentary and instructional TV. His programs have been awarded national and international recognitions, including an Emmy nomination for his first national series, CINEMATIC EYE. His publications include poems, essays, guides, anthologies and opera libretti. He has served as a frequent moderator for the Aspen Institute for Humanistic Studies and has lectured and taught in India, Thailand, and Japan. He holds a Ph.D. from Harvard and two degrees from Oxford, which he attended as a Rhodes Scholar. He is Carolina Research Professor at the University of South Carolina, where he teaches courses in literature, film, and anthropology. He will be speaking on teaching "Southern Literature Abroad" 9 July and on film adaptations of southern literature on 10 July.

Marilyn Elkins, who will speak on 6 July, is Assistant Professor of English at California State University, Los Angeles. She received her Ph.D. at the University of North Carolina at Chapel Hill. She is the author of numerous articles as well as editor of THE HEART OF A MAN.

Emily Ellison will give the opening reading on 22 June. Her novels include ALABASTER CHAMBERS, FIRST LIGHT, and THE PICTURE MAKERS. THE PICTURE MAKERS was listed among the best novels of 1990 by LIBRARY JOURNAL, and Ellison was named "Author of the Year" by The National League of American Pen Women in 1991. She was also the winner of the Mayor's Fellowships in the Arts in Atlanta. Currently she is at work on a new novel and a series of children's books. She lives in Cartersville, Georgia.

Marianne Gingher was born on Guam but grew up in Greensboro, North Carolina. She is the author of a novel, BOBBY REX'S GREATEST HIT, and a collection of short stories, TEEN ANGEL. Her fiction and criticism have appeared in numerous periodicals, including NORTH AMERICAN REVIEW, THE SOUTHERN REVIEW, THE WASHINGTON POST, and THE NEW YORK TIMES BOOK REVIEW. She has been the recipient of North Carolina's Sir Walter Raleigh Prize for Fiction, a P.E.N. Syndicated Fiction award, and two North Carolina Arts Council Literary Fellowships. She taught writing and literature at the University of North Carolina at Chapel Hill for several years, and most recently finished a two-year appointment at Hollins College in Roanoke, Virginia. She is completing a second novel. She will be reading 13 July.

Ken Grant teaches English at Easley High School where he also supervises the school newspaper, the literary magazine and the academic team. He received his B. A. and M. A. from Clemson University and his Ed.D. in Curriculum and Instruction from the University of South Carolina, Columbia. He will be one of our master teachers.

Barry Hannah, who will be speaking on 2 July, has written numerous short stories and novels. He received his B. A. from Mississippi College in Clinton and his M. A. and M. F. A. degrees from the University of Arkansas. He has taught literature and fiction writing at Clemson University and at the University of Alabama. He has also been a writer in residence at Middlebury College. He has received a Bellaman Foundation Award in Fiction, a Bread Loaf Fellowship, and the first Arnold Gingrich Short Fiction Award for his collection of short stories, AIRSHIPS. His novel GERONIMO REX was nominated for a National Book Award.

Trudier Harris is the J. Carlyle Sitterson Professor of English at the University of North Carolina at Chapel Hill and the Chair of the curriculum in African and Afro-American Studies. She received her Ph.D. from Ohio State University. Her books include FROM MAMMIES TO MILITANTS: DOMESTICS IN BLACK AMERICAN LITERATURE, EXORCISING BLACKNESS: HISTORICAL AND LITERARY LYNCHING AND BURNING RITUALS, BLACK WOMEN IN THE FICTION OF JAMES BALDWIN, and FICTION AND FOLKLORE: THE NOVELS OF TONI MORRISON. Professor Harris will be speaking 16 and 17 July.

Bill Koon, Director of the institute, is Professor of English at Clemson University. In another life, he was Head of Clemson's English Department. He is the author of the standard biography of country music singer/song writer Hank Williams and the editor of the two-volume collection CLASSIC SOUTHERN HUMOR. In 1988-1989, he was Fulbright Lecturer in Southern Literature to Austria.

Stanley Lindberg is Professor of English at The University of Georgia and editor of THE GEORGIA REVIEW, winner of the 1985 National Magazine Award for Fiction. He received his M. A. and Ph. D. from the University of Pennsylvania. He is the author of THE ANNOTATED MCGUFFEY, VAN NOSTRAND'S PLAIN ENGLISH HANDBOOK, and THE LEGACY OF ERSKINE CALDWELL, as well as numerous critical essays and reviews in a variety of books and journals. Together with L. Ray Patterson, he is the coauthor of THE NATURE OF COPYRIGHT: A LAW OF USERS' RIGHTS. He has also edited a three-volume set of THE EIGHTEENTH-CENTURY PLAYS OF FREDERICK REYNOLDS and coedited two literary anthologies: NECESSARY FICTIONS and KEENER SOUNDS. He will be speaking on publishing in theSouth on 26 June.

Maxine Moore, who will be speaking on Toni Morrison 30 June, is Associate Professor of English and Vice President for Academic Affairs at Johnson C. Smith University. Professor Moore received her Ph. D. from Emory University. She has written numerous papers and articles. Her current project is titled THE POETRY OF GWENDOLYN BROOKS: A STUDY OF THE CONSTRUCTIVE IMAGINATION.

Lawrence Naumoff was born in Charlotte, North Carolina. In the late 60's and 70's he wrote and published under the pseudonym of Peter Nesovich. He won honors and prizes under that name, including an NEA. He then stopped writing "for the kind of reasons you might write about but don't want to talk about." Years later, he began writing again. He is the author of two novels: THE NIGHT OF THE WEEPING WOMEN and ROOTIE KAZOOTIE. His new novel, TALLER WOMEN, will be published in September. He will be reading on 13 July.

Chuck Perry, a native of Athens, Georgia, has an M. A. in English from the University of Georgia. He worked in sports for the Athens papers before moving on to THE ATLANTA JOURNAL/CONSTITUTION where he was eventually Sunday Editor and Night Managing Editor. He was then Vice President and Editor of Peachtree Publishers. In 1988, he founded Longstreet Press where he is now Editor and President. He is married to novelist Emily Ellison. Mr. Perry will be speaking on publishing in the South on 26 June.

Jim Randels teaches writing, literature, and philosophy at McDonogh 35 High School in New Orleans, Louisiana. A New Orleans native, he is currently pursuing his Ph. D. at the University of New Orleans in Curriculum Theory and Design. He attended Louisiana College to earn a B. A. in Philosophy and the University of Virginia to earn an M. A. in English. He has been awarded a grant to make the video documentary, RED TO THE RIND, regarding the communities and traditions that have developed around the New Orleans Jazz and Heritage Festival. Jim will be speaking on 9 July.

Ron Rash, who will be reading from his poetry and fiction on 15 July, teaches Freshman Composition and Sophomore Literature at Tri-County Technical College in Pendleton, South Carolina. He received his M. A. from Clemson University. Among his many prizes and recognitions are: Academy of American Poets Prize, General Electric Foundation/Council of Literary Presses and Magazines Younger Writers Award. He has also been nominated for a Pushcart Award, 1988-1991. His work has appeared in numerous journals including THE SOUTH CAROLINA REVIEW, SOUTHERN POETRY REVIEW, and SOUTHERN REVIEW.

Ferrol Sams who will be reading on 26 June, is a graduate of Mercer University and the Emory University School of Medicine. Dr. Sams is a practicing physician in Fayetteville, Georgia. He is currently Medical Director, Emeritus, of the Fayette Medical Clinic. Dr. Sams has written six books. His most recent novel, WHEN ALL THE WORLD WAS YOUNG, concluded a trilogy which also includes RUN WITH HORSEMEN and THE WHISPER OF THE RIVER. He has also written THE WIDOW'S MITE AND OTHER STORIES, THE PASSING, and CHRISTMAS GIFT.

Betty Ann Slesinger, a master teacher, resides in Columbia and teaches Reading and Literature at Campus R/Irmo Middle School. She received her M. A. T. from the College of Wooster and her B. A. from University of New Hampshire. She is the author of several articles on teaching language. Currently, she is working on the REACH project, "Dutch Fork Venture."

Henry Spann, a master teacher, teaches English at Belton-Honea Path High School, where he is department co-chair. He is the author of several essays on Eudora Welty and Katherine Anne Porter. His M. A. and M. Ed. are both from Clemson University.

Mark Steadman is the Lucius Harvin Alumni Professor of English and Writer-in-Residence at Clemson University where he teaches a fiction writing workshop and a course in American Humor. He spent a year teaching at the American University in Cairo and a semester teaching American Literature at Leningrad State University. His B. A. is from Emory, and his M. A. and Ph. D. are from Florida State. His first novel, MCAFEE COUNTY, was published in 1971. He has also written A LION'S SHARE, ANGEL CHILD, and BANG-UP SEASON. Professor Steadman received an NEA Creative Writing Fellowship for 1979-80. He also won the Winthrop prize for fiction in 1976. He will read from ANGEL CHILD and his new works on 1 July.

Carmen Tevis, Administrative Assistant, is completing her Master's degree in English at Clemson University. She received her B. A. in English and Speech Communications from Indiana University. She will be attending the University of South Carolina School of Law in the fall.

Carol Ward, who will be lecturing on 25 June, is an Associate Professor at Clemson University. From 1988-1991, she was Assistant to the Head of the English Department. She received her Ph.D. at University of Tennessee. Carol has published many articles and a biographical/critical study of Mae West. She is just finishing a book on Rita Mae Brown.

Mark Winchell, who will speak on 24 June, is Professor of English at Clemson University. His Ph.D. is from Vanderbilt. Winchell's publications include books on Joan Didion, William F. Buckley, Jr., and Leslie Fiedler, as well as monographs on Horace McCoy, John Gregory Donne, and William Humphrey. His edited collection, THE VANDERBILT TRADITION: ESSAYS IN HONOR OF THOMAS DANIEL YOUNG, was published by the Louisiana University State Press. In 1988, his book TALMADGE: A POLITICAL LEGACY, A POLITICIANS'S LIFE (written in collaboration with Herman E. Talmadge) was voted Georgia Biography of the Year by the Dixie Council of Authors and Journalists.

Harold Woodell, who will be lecturing on Faulkner on 7 July, is Professor of English and Director of Gradute Studies at Clemson University. He received his Ph.D. from the University of North Carolina at Chapel Hill. Professor Woodell has written numerous articles and books including THE SHATTERED DREAM: A SOUTHERN BRIDE AT THE TURN OF THE CENTURY published by the USC Press.

NEH SUMMER INSTITUTE PARTICIPANTS

Linda T. Anderson teaches 11th and 12th grade English AP, CP, and General at Green Sea Floyd High School. She is a member of the Delta Kappa Gamma Society, a Horry County Writing Project charter member, and GSFHS Teacher of the Year, 1986.

Donna Guffey Black is Assistant Principal at John P. Thomas Elementary in Columbia. She has her B.A. in English and a M.Ed., both from the University of South Carolina.

Deborah E. Brittain, from N. Charelston, teaches 8th grade Reading at Alice Birney Middle School. She is coordinator of the Newspaper in Education. She is also a pianist and music instructor. She has been named District Reading Teacher, 1991-1992, and November Staff Member of the Month.

Katherine H. Brown teaches English IV AP, Advanced and Basic at South Aiken High School. She is Chair of the English Department and supervises the Academic Team. She has received Teacher Incentive Awards, 1986-1991, and is recognized in Who's Who Among Teachers.

Joseph Cioffi teaches 8th grade South Carolina History at Campus R Irmo Middle School. He supervises the Student Council and the Dutch Folk Adventures. He has also received the Middle School Magic Award for innovative teaching, 1990-1991.

Frank Clark teaches 8th and 9th grade CP English and Odyssey. He is English Department Chair and teaches Public Speaking at Spartanburg Technical College.

Jacquelyn Foster Davis teaches English III and IV at Mayewood High School. She is the Senior Class Advisor, Pride Club advisor, and a member of the Curriculum Committee. She was named Teacher of the Month and Teacher of the Year.

Laurie Edminster is a 12th grade English CP, and Speech/Drama teacher at Walhalla High School. She will be designing and teaching a Southern Literature course at Walhalla in the fall.

Cynthia Edney teaches 9th and 12th grade CP English at C. A. Johnson High School. She currently supervises the National Honor Society.

Barbara Goggans is an English III Honors teacher in Myrtle Beach. She supervises South Castee High's plays and assists with the literary magazine.

Marie Montieth Henderson teaches 10th, 11th, and 12th grade US History and African-American History at Hillcrest High School. She supervises the African-American Heritage Society and Mock Trial.

Eugene G. Hinson III, a native of Central, teaches English I and II CP at Ferrell's Bay High School. He has completed the South Carolina Governor's School for the Arts Internship Program and the AP Institute at Clemson University.

Carrie R. Howard teaches English III, IV, AP, and Drama I, II at Jasper County High School. She is involved with Project Reach, National Honor Society, Drama Club and Public Speech Club. She was named Outstanding Teacher in America and Outstanding Young Woman in America and has received the Teacher's Certificate of Award at JCHS, 1987-1991.

Elizabeth Hyman teaches 8th and 9th grade Self-Contained Emotionally Handicapped students. She supervises the Special Olympics, Drama Club, African American Club, and The Writing Project. She was a TEACH participant 1991, had a REACH Grant 1991, and was a Delegate to the Democratic National Convention and the White House Conference on Families.

Karen Kaminski teaches 9th and 12th grade English Honors, CP and 10-12 Speech at Dreher High School. She supervises Forensics and received the University of Chicago-Outstnding Teacher Award, as well as a nomination for Teacher of the Year.

Stephanie McLendon teaches 6th and 7th grade Physical Education and Health at High Hills Middle School. She coaches girls basketball and track and is recognized in Who's Who Among Teachers.

Corina S. Moore teaches English 9-12 Prep at S.C. School for the Deaf and Blind in Spartanburg. She is the Junior Class co-sponsor and initiator and sponsor of the student newspaper in the Deaf Department. She was also named Employee of the Month.

Pamela Patterson, from Pendleton, teaches III and IV CP, CT, Honors at Westside High School. She is the Head of the English department, literary magazine advisor, and Dream Team Leader.

Joy Pilkington teaches 10th grade Honors English, and Senior Composition at Orangeburg Prep Schools, Inc. She supervises the OPS Environmental Club and writes the Alumni Newspaper. She was the Wade Hampton Academy Teacher of the Year, Orangeburg Prep Teacher of the Year, and a finalist for 'SCISA' Teacher of the Year.

Domer Ridings teaches AP European History, Honors Government, and Teacher Cadets at Greenwood High School. He participated in the 1991 summer "TEACH" Institute Project.

Betty Rote teaches 5-8 grade Reading at Estill Middle School. She supervises Cross-Age tutoring and the school newspaper.

Cile Traywick, a native of Orangeburg, teaches 12th grade Contemporary Literature and English II, III, and IV CP, Honors. She serves as an advisor to students applying for Governor's School for Science and Math.

Madelyn Ruth Turner, from Williamston, teaches 11th and 12th grade AP, CP, and General English at Palmetto High School. She supervises the school newspaper and Academic Team.

Pauline Zidlick teaches English I and II accelerated and AP at Barnwell High School. She also teaches English 101 and 102 at the college level.

Transforming Stories Conference Selections (Cont.)

Note 80.4 Joe Cioffi, Irmo/Campus R MS 4 of 14
EUREKA::NTPPTTR "Pamela Patterson" 4 lines 6-JUL-1992 15:36

SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

Joe, Please send me the list of articles you mentioned. We have an excellent observation of Black History and Women's History. I am sure that our history teachers would love to have this list. Send it to : Pam Patterson Westside High School Anderson, South Carolina 29625

Note 80.5 Joe Cioffi, Irmo/Campus R MS 5 of 14
EUREKA::NTBASLS "Betty Ann Slesinger" 5 lines 7-JUL-1992 12:00
-< letter >-

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Joe, I think you ought to make a copy of the "letter" you put in our original notebook and give it to your students on the first day of class this August. They would feel lucky and priviledged to have you as their teacher. Betty Ann

Note 87.3 Eugene Hinson, Terrell's Bay HS 3 of 13
EUREKA::NTEHNSN "Eugene G. Hinson,III" 5 lines 1-JUL-1992 14:33
-< Thanks >-

SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

Thanks! Ike for helping me overcome my fears about using the computer! While I still resent that terrible initial session that was thrust upon us, I will try my best to abide by your wishes and cooperate. I still feel like I need to spend most of my time reading, but I can set aside some time to share with and learn from my peers.

Note 87.4 Eugene Hinson, Terrell's Bay HS 4 of 13
EUREKA::NTBROTE "Betty Rote" 10 lines 6-JUL-1992 13:39
-< Sams/Hannah >-

Note 87.7 Eugene Hinson, Terrell's Bay HS 7 of 13
EUREKA::NTPZDLC "Pauline Zidlick" 5 lines 8-JUL-1992 15:52
-< thanks >-

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Gene,

Thanks for sharing so much of your family's background with us today. Your presentation surely revealed a sense of time and place in the South... Pauline

Note 87.8 Eugene Hinson, Terrell's Bay HS 8 of 13
EUREKA::NTLEDMN "Laurie Edminster" 5 lines 9-JUL-1992 13:53
-< Thank you, Gene >-

CARRIE R. HOWARD

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After reading THE ANGEL CHILD I feel Gabriel can be the representation of all that can be good found in his parents. L.J. is also very concerned that the child is not different like they are. He fails to realize that just being such an extraordinary beautiful child can cause problems in itself. His son as he grows older has to deal with acceptance among his peers which in itself can cause adjustment problems.

The taming of the ghost in BELOVED can be a reassertion of the male as the head of the household. It takes the arrival of Paul D. to tame the spirit of Beloved. Thinking of him as he enters the house, he is unaware of the situation at the time. His mind is clear and he has no feeling of guilt over any situation (like Adam as he is placed in the Garden of Eden, he is given dominance over all things. He is pure and can control all. He immediately knows that something has to be done and he reacts. His innocence is what allows him the power to conquer Beloved. Later, like Adam is falls to temptation not because it is of his own choice, but because he has lost control of the situation. He is not in favor of his relationship with Beloved (we see how hard he has tried to fight it) but is seems to be thrown against him (again like Adam, who says in MILTON'S PARADISE LOST, he did it because he did not want to let Eve suffer by herself).

Note 88.1 Carrie Howard, Jasper HS 1 of 15
EUREKA::NTCHWRD "Carrie R. Howard" 40 lines 1-JUL-1992 14:56
-< CARRIE R. HOWARD >-

SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

Alice Walker's IN LOVE AND TROUBLE, calls so many things to mind. "The Welcome Table" is my favorite. The church at one time use to be a sanctuary where no harm is done to an individual, how ironic. Instead of being that to the old woman, it was the exact opposite. To be bodily thrown out of the church was a gross miscarriage of justice. Instead of being downcast, hurt and etc., she mets her Christ who tells he to "follow him", she is then seen highsteppin' down the road. She is not feeling bad, because everything is going to be alright.

I hope to have my regular classes read Welty's "A Worn Path". Comparisons can be made with both women. Phoenix's journey was one of love and so it the old woman, she loved her Christ. Mistreatment can be seen also with the sophiscated women of the Church and the nurse in the clinic. Finally, both women are old, tired and worn, but they must continue on.

Note 88.2 Carrie Howard, Jasper HS 2 of 15
EUREKA::NTBROTE "Betty Rote" 5 lines 6-JUL-1992 13:47
-< Angel Child >-

SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

Carrie,

I appreciate your comments on The Angel Child. I also spent some time thinking that anything other than the norm is considered unacceptable. I think Mark Steadman used the grotesque to describe beauty. B.Rote

Carrie,

I think Steadman explored the duality of beauty and ugliness and also normalcy and freakishness in the "Angel Child" when he created the child as lovely but slow-witted. Even though Eljay and his wife are ugly, almost to the point of freak quality in his case, they are loving and caring people to their children and friends. Also they bright in many ways- "figuring", making a living, understanding people, etc. We see proof of old adages "Beauty is only skin deep and Beauty is in the eye of the beholder. Eljay doesn't consciously seem to realize that he and his wife love the "Angel Child" even though his dullness is not normal. Steadman's inclusion of the freak show at the beach helps the reader, and Eljay, I believe, see the difference in the innocence of natural freaks and people who are sick enough to maim themselves into freaks.

Isn't it good the way your comment made me think through his idea and possibly expand it a bit. I think our kids would find the same sort of motivation.

Betty Ann

Note 88.4 Carrie Howard, Jasper HS 4 of 15
EUREKA::NTCHWRD "Carrie R. Howard" 20 lines 8-JUL-1992 14:36

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Help! I am open to suggestions of novels to use in my American Literature class to compare and contrast with ANGEL CHILD.

Field Trip Ideas Wanted.

Needed suggestions for educational field trips for English III and AP students.

After listening to many of our lecturers I have a list of possible essay or discussion questions that might come in handy.

1. Compare the theme of loyalty in HUCKLEBERRY FINN with the idea of loyalty in BARN BURNING.
2. Discuss the father\son relationship of in HUCKLEBERRY FINN and BARN BURNING.
3. Compare the use of religion in WISEBLOOD by FLannery O'Connor to GREENLEAF.
4. Compare the mother/son relationships in BARNBURNING and ALMOS' A MAN
5. Compare the ideas of a characters escape in BARNBURNING, ALMOS' A MAN and NATIVE SON.
6. Discuss Dave's idea that a gun makes him a man with Snoopes idea that fire equals power.

A Curriculum of Inclusion
January 31, 1992

10:15-12:00 Tillman Auditorium:

-Welcome by Dean Gordon Gray, College of Education
-Panel Discussion

Cultural Perspectives-A Panel of Inclusion : What/who is included in inclusion?

Chair: Joe Kincheloe-Professor of Education, Clemson
Celeste Pringle-Principal, Beck Middle School
Eliot Wigginton and students-FOXFIRE

12:00-1:15 Lunch-Clemson House: (by previous reservation)

-Introduction by Dr. James Andreas, Clemson University Department of English
-Keynote Speaker-Dr. Luthur Seabrook, Executive Assistant for Curriculum, S.C. Department of Education

1:30-2:30 Workshops

WORKSHOP #1 - TILLMAN AUDITORIUM

A conversation on inclusion:
Being in the minority-
African American students talking

Chair: Joe Kincheloe

Denise Clark
Tonya Foster
Tonjua Freeman
Melissa Smith

Denise Crockett, Science teacher Ninety-Six High

WORKSHOP #1 - ROOM 108 TILLMAN HALL

Rural Advancements:
How does South Carolina enter the educational conversation?

Chair: Elspeth Stuckey-S.C. Cross-Age Tutoring
Wendy Best-BellSouth Foundation
Joann Boyd-S.C. Curriculum Congress
Gail Matthews-DeNatale-REACH Prog. Coordinator
Kemble Oliver-REACH Telecommunications

2:30-2:45 Coffee Break

2:45-3:45 Workshops

Workshop #1-Tillman Auditorium

Conversation Continues:
Inclusion means including students' voices.

Chair: Joe Kincheloe
Daniel High School Students:
Jennifer Blodgett
Marla Tyler Boggs
Molly Burnett
Brian Davis
Autumn Gorsuch
Doug Grigsby
Patty McNulty
Sakina Reese
Nova Schukowsky
Daniel Williams
Ian Steinberg-Dahl-stage assistance

Daniel High School Teachers:
Susan Bailey
Patricia Davis
Jacqulyn Foster
Nancy Swanson

Workshop #2-Room 108 Tillman Hall

Teaching for South Carolina in the 1990's

Chair-Elspeth Stuckey

The Reflective Teacher
Linda Curry, Clemson University

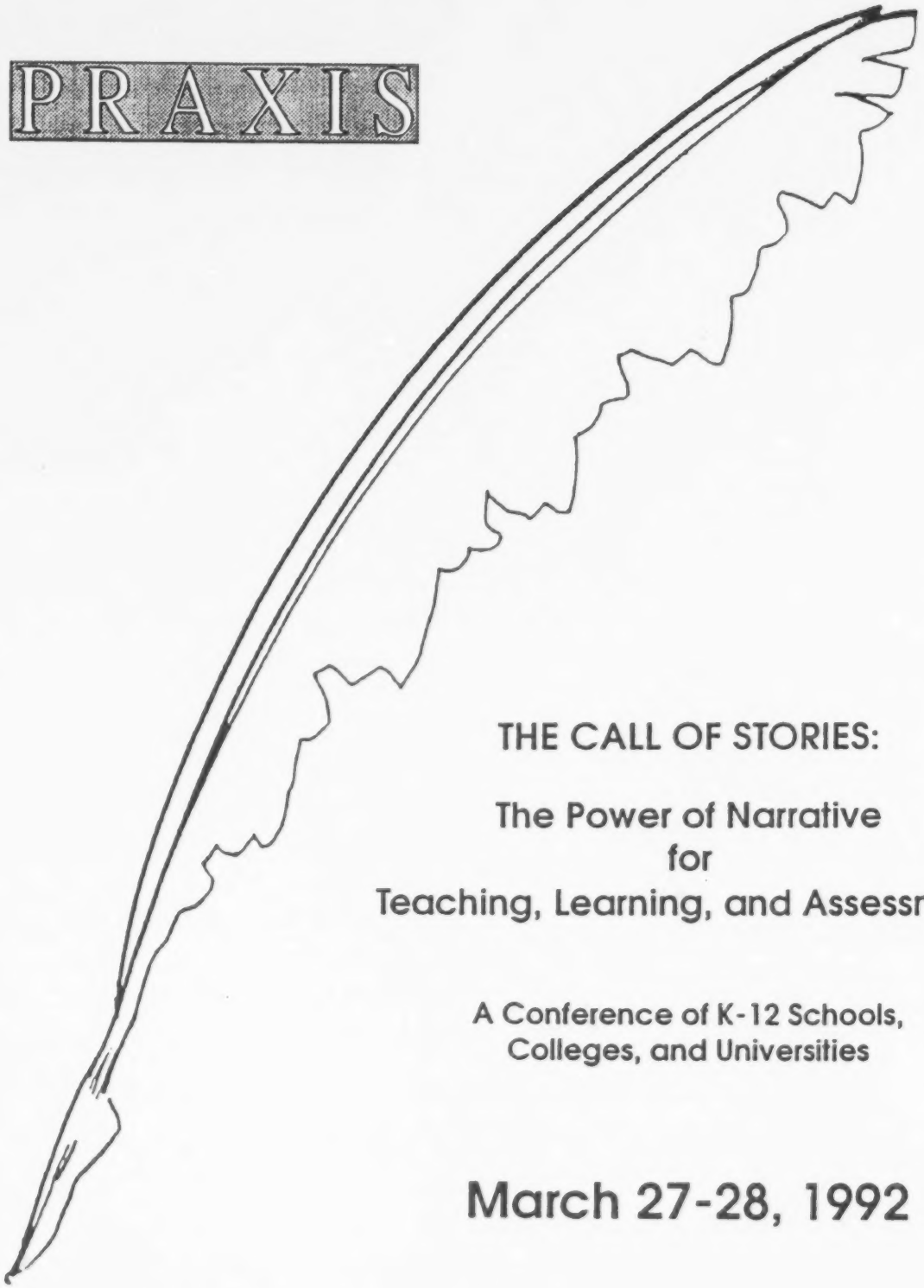
Portfolio Assessments
Bea Cain, Clemson University
Alisa Levitt, student-Clemson University

4:00-4:30 *Wrap Up. . . and now what?*

Jack Blodgett, Executive Director, REACH
Shirley Steinberg, Conference Coordinator

4:30 Van service to the Comfort Inn

PRAXIS



THE CALL OF STORIES:

The Power of Narrative for Teaching, Learning, and Assessment

A Conference of K-12 Schools, Colleges, and Universities

March 27-28, 1992

Lander College
Greenwood, South Carolina

THE CALL OF STORIES

PRAXIS Humanities Conference

Lander College
Greenwood, South Carolina

Friday, March 27, 1992

9:00 a.m.	Conference Registration	College Mall
9:45 a.m.	Opening Session Dr. Richard Skinner, Presiding	Cultural Center Auditorium
10:30 a.m.	**Seminars**	

▲ ***"Oh Captain! My Captain": Authority and Empowerment in the Stories of Teaching*** — Learning Center 275

Tom Albritton and
Bill Johnson
High Point University

Session participants will be encouraged to explore models of teaching that usually remain in the unconscious--their own inner stories that define and influence pedagogy--by a presentation of cinematic and literary images drawn from the film Dead Poets' Society and the work of Walt Whitman. Albritton and Johnson focus on the tension between teachers' uses of authority and their desires to empower and liberate students.

▲ ***Commemorating the 50th Anniversary of Ben F. Robertson's Red Hills and Cotton*** — Learning Center 125

William F. Steirer
Clemson University

Robertson's memoir of upstate South Carolina from 1900-1950 blends impressionistic narrative with historical analysis. Participants in this session will explore the instructional possibilities of a work that puts a human face on history.

▲ ***Using Story Narratives Through Case Studies to Stimulate Teaching, Learning, and Assessment.*** — *Learning Center 236*

Sheila B. Marino and Robert G. Monahan
Lander College

This session will demonstrate the process of developing story narratives through case studies to achieve a deeper understanding of the teacher's art.

▲ ***Our Stories, Ourselves*** — *Jackson Library 164*

Louise Kessel
Storyteller

"As I found myself telling stories almost daily, I noticed that an awareness of my own life as story became part of my ordinary sensibilities--that I had myself thinking like a heroine at critical moments, and with happy results. "In this workshop participants will look at the real events of their own lives as stories worth telling. The focus will not be on performance or technique. Shy people welcome!

▲ ***Mainstream and Backwater: TEACHing Stories -- REACH Session*** — *Learning Center 300*

Beulah White
REACH Coordinator, Program Development

Ms. White will moderate a panel of teachers who have planned innovative ways to bring to their classrooms the stories from South Carolina history they discovered as participants of TEACH - an NEH summer institute sponsored by the Institute for Southern Studies at the University of South Carolina in collaboration with Clemson University, South Carolina State, and REACH.

12:00 Noon Lunch (On your own)

1:30 p.m. **Seminars**

▲ ***Teaching versus Facilitating: A Workshop on Lionel Trilling's Story "Of This Time, Of That Place"*** — Learning Center 238

Thomas A. Van
University of Louisville

Dr. Van will discuss how the University of Louisville Arts and Sciences faculty has taken its Great Stories Project into the community. In an open forum he will demonstrate how Trilling's story can foster exchange about professional issues.

▲ ***Sharing Stories, Sculpting Selves: Southern Girls in a Summer Book Club*** — Learning Center 240

Beatrice Naff Cain
Clemson University

When young women from a working-class community joined an informal book club, this study found, their transactions with the literature shaped and changed their conceptions of themselves.

▲ ***Parallel Texts: Reading Stories Writing Stories*** — Learning Center 200

Carol Wilson, Bob Cumming and Students
Lander College

This panel will offer examples--and invite discussion--of students' use of narratives by published writers in the creation of their own. Lander students Patricia Edwards, Kelli Gregg, John Seaburg, Chris Stafford and Kathryn Elrod will read writing they have done with the stimulus of work by chosen poets and novelists.

▲ ***Storytelling: An Age-old Idea for All Ages*** — *Jackson Library 164*

Tommy Scott Young
Columbia, SC

Mr. Young will explore the effects of stories on various age groups, considering especially the role stories play in the social and intellectual development of children. There will be some emphasis on audience participation and storytelling techniques.

▲ ***REACH Forum*** — *Learning Center 300*

REACH teachers will discuss the evolution and future possibilities of REACH: where we have been, where we are now, where we should go from here. The session is open only to REACH Committee Chairs, one or two other representatives from each REACH school, REACH staff and invited guests.

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3:30 p.m. *General Session* — *Cultural Center Auditorium*

Dr. Michael Pearson
Assistant Professor/Author
Old Dominion University, Norfolk, VA
Keynote Speaker
"Taking Books to Heart"

* * * * * *

4:30 p.m. *Reception* — *The Bridge Area*

7:30 p.m. ***Storytelling Session*** — *Cultural Center Auditorium*
Louise Kessel and
Tommy Scott Young

Saturday, March 28, 1992

8:30 a.m. **Seminars**

▲ ***The Art of Loving Well*** — Learning Center 276
Ron Goldman
Boston University

Dr. Goldman will introduce a curriculum that uses literature to help adolescents develop responsible sexual behavior by exploring the complexity involved in love relationships.

▲ ***Vocalic Considerations in Story Telling*** — Learning Center 241
Michael Van Strien
Tri-County Technical College

The power of narrative as a teaching tool depends on both vocal and physical performance. After an explanation of six specific skills that enable teachers to improve their own "vocal variance" and a story-telling demonstration, participants will have an opportunity to practice these skills.

▲ ***"Life Stories": Enhancing Family Life Education*** — Learning Center 274
Lucy Pearson
Clemson University

Based on the ideas of Joseph Campbell, Sam Keen, and Ann Valley Fox, this workshop utilizes the metaphor of personal life stories to illustrate how teachers can help themselves and help others to cope with stress. Emphasis falls on the relationships among storytelling, storyreading (children's and adult literature), and healthy living.

▲ ***Storytelling in the Classroom*** — *Jackson Library 164*

Mary Lloyd Dugan, Artist-in-Residence
South Carolina Arts Commission

A storyteller with experience in Waldorf education will demonstrate the use of storytelling as the heart of teaching practically anything in the classroom.

▲ ***Cross-Age Tutoring and REACH -- REACH Session*** — *Learning Center 300*

Elspeth Stuckey
Director of South Carolina Cross-Age Tutoring

Ms. Stuckey will moderate a discussion about how schools might make a "more coherent story" of REACH curriculum development, and cross-age tutoring activities.

10:00 a.m. — *Mid-morning Conversation Break*

Coffee, juice, and soft drinks will be available in the Atrium of the Learning Center, Jackson Library 164, and Grier College Center 210.

10:30 a.m. — ***Seminars***

▲ ***Narrative and Ideology in the Story of Ned Cobb, Alabama Sharecropper*** — *Learning Center 276*

Jeff Cupp
Troy State University

The three literary versions of Ned Cobb's story serve three different ideological versions of history, demonstrating, as this study shows, "how autobiographical narrative exists in an often contradictory relationship with the ideological structures of literary genres."

▲ ***Lifelong Learning through Stories: The Public Library*** — *Learning Center 200*

Frances L. Ashburn
Humanities Programs in Public Libraries
James B. Johnson
South Carolina State Library
Pamela Barron
College of Library and Information Science
University of South Carolina - Columbia
Carl Stone
Anderson County Library

This panel and demonstration will emphasize that storytelling is not for children only; adults are audiences as well as performers. Storytelling is a regular part of the public library experience, and this panel will show what it offers to patrons young and old. An Anderson County tale-teller (Dr. William Hunter, physician) will share some of his stories for adults.

▲ ***Whole Language Learning*** — *Learning Center 272*

Robert McClinton, Principal, and
Judy Wilson, Teacher
Greenville Street Elementary School
Abbeville, S.C.

Deregulation of schools is a program to stimulate innovation and creativity in South Carolina schools by exempting from state regulations schools that demonstrate sustained improvement in achievement. The panelists will discuss reading recovery programs as they function in this newly liberated environment.

Room 210 in the Grier College Center will be open during the conference for Conversation and Coffee. Please feel free to use the area for those times when you need a break, a lift, and/or information.

▲ ***Teacher Professionalism as a Story Montage -- REACH Session*** — *Learning Center 300*

REACH Facilitators will include Shirley Steinberg and Joe Kincheloe from Clemson University.

*REACH will present a session that concerns the relationship of REACH teaching and learning to the professional growth of teachers. How can we redesign our educational system to support a pattern of individual and diverse stories that are truly meaningful and inventive, rather than a canned or formulaic story that is more marketable but which tends to trivialize professional development? The session will feature a dramatic performance by **Marshall Elementary School** from **Orangeburg** and a videotape produced by **Morningside Middle School, North Charleston.***

12:00 Noon — *Lunch* — *College Center Dining Hall*

Beulah Priest White
REACH Consultant
Guest Speaker

2:00 p.m. — ***Panel Discussion:*** — *Learning Center 200*
Reconsiderations and Re-Vision:
The Importance of Narrative
John Phillips, Moderator
Carol Wilson
Robert Phillips
Deborah Cumming
Susan Guinn
Tom Pitts

The panel will address issues and ideas presented at the conference that center on the importance of narrative in our lives and invite ways to extend the dialogue developed during the two-day workshops.

The PRAXIS Humanities Conference is a joint effort of the Program Committee composed of Carol Wilson and Robert Phillips, co-chairs; Deborah Cumming, Susan Guinn, John Hare, Patricia Hill, Tom Pitts, Julia Whitsitt, and Kate Stone, coordinator.

This project is funded in part by the South Carolina Humanities Council, a state program of the National Endowment for the Humanities. Additional funding is provided by the Rural Education Alliance for Collaborative Humanities (REACH) and the South Carolina Curriculum Congress. The Southern Humanities Council provided support through its affiliation with Lander College and publication of "Humanities in the South." The conference organizing committee and staff acknowledge gratefully the assistance of the South Carolina Arts Commission, the South Carolina Federation of Museums and the South Carolina State Department of Education.

Front Cover designed by
Dr. Tom Pitts
Fine Arts
Lander College

PRAXIS

Praxis: The Call of Stories

The Power of Narrative for Teaching, Learning, and Assessment

Lander College, March 27-28

Sponsored by: Lander College
The South Carolina Curriculum Congress
The South Carolina Humanities Council
The Southern Humanities Council
REACH

Conference Schedule

(Complete schedule with list and descriptions of session topics will be available at registration.)

Friday, March 27

9:00	AM	Registration
9:45	AM	Opening Session
10:30	AM	Session I: "Mainstream and Backwater: TEACHing Stories", and Other Options
12:00	PM	Lunch
1:30	PM	Session II: "REACH Forum"
3:30	PM	General Session with Keynote Speaker (Michael Pearson, Old Dominion Univ.)
4:30	PM	Reception

Saturday, March 28

8:30	AM	Session III: "REACH and Cross-Age Tutoring", and Other Options
10:00	AM	Conversation Break
10:30	AM	Session IV: "Teacher Professionalism as a Story Montage", and Other Options
12:00	PM	Lunch and Plenary Speaker (Beulah White, REACH Program Coordinator)
2:00	PM	Closing Session

REACH

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February 19, 1992

TO: REACH School Committee Chairs, TEACH Grantees, and All Others Who Receive Copies of This Announcement

FROM: Jack Blodgett

SUBJECT: Spring REACH Conference - March 27-28 - Lander College
Praxis: The Call of Stories

Again this year we will hold our spring REACH conference in conjunction with "Praxis" - to be held at Lander College in Greenwood, beginning Friday, March 27, and continuing through Saturday early afternoon, March 28. We expect that it will be our last meeting for this year, and we urge all REACH schools to make plans to attend. We'd love to have at least two people from each school, but better yet, four or five. Remember, too, that administrators are very welcome. We can't do very much without their support and perspective as a vital part of what we are trying to do. TEACH grantees (who are not also members of a REACH School Committee) are invited to attend individually - unless you call to request special accommodations for others at your school.

Here are the specific things and other details that we hope you will attend to as soon as possible:

1. Decide on the REACH members who will represent your school and call in your own reservations at either the Holiday Inn (223-4231) or the Days Inn (223 -3979) with reference to the "REACH direct bill arranged by Jack Blodgett". You must do this by **March 6.** REACH will pay for a maximum of two rooms for each school for Friday night, the 27th. We will also have a limited number of rooms reserved for Thursday night, the 26th, for those of you who would have real difficulty getting to Lander by 9:30 AM if you drove in Friday morning. We would very much appreciate your arranging to room together as much as possible, including our TEACH grantees.

2. REACH will also pay everyone's registration fee of $25.00 - which will include coverage of a scrumptious heavy hors d'oerve evening reception on Friday, and lunch on Saturday. Any other meals, along with your travel and released time, should be paid by your school or REACH grant funds.

3. As soon after you have confirmed who is coming, **or by March 6 at the latest,** please return the enclosed registration form so that we can put together our participants list to prepare registration materials and plan for meals.

4. Enclosed is a schedule of events that focuses on the REACH series of events and presentations during this conference. Except for Session II: the REACH Forum, you can choose to attend the REACH presentations or any of the other four or five options during that session.

Further information about our sessions and a special request of REACH participants follows on the next page.

Session I: Mainstream and Backwater: TEACHing Stories
Friday, March 27, 10:30 AM -12:00 PM

Beulah White will be contacting TEACH grantees to prepare a presentation concerning their summer institute follow-up work in the classroom.

Session II: The REACH Forum
Friday, March 27, 1:30 - 3:15 PM

We want to reserve the REACH Forum as a time for teachers in REACH to talk together about their projects and their visions for what we can do to strengthen our work. I have asked for a room that will seat about 50 people, in an attempt to keep our group small enough for some good conversation - so, depending on how many people register from any one school, you may have to decide on just one or two others to join you for the Forum. Needless to say, we expect all REACH Chairs will want to attend.

Please bring to this session the following: First, a short overview of your project. You might go back to the questions you answered in the proposal application for this year, and use them as a guide to help you produce a greatly shortened version (no more than a page) of your project purpose, structure, and main activities *as they have actually taken shape over the year*. Attached to this, please include a piece of student work (or two or three, if you must, or an excerpt, transcript, or your own description of a significant student learning experience that can't be illustrated readily in a text format) that you feel can best represent what you believe your school's project, and REACH in South Carolina, is mainly all about. Finally, please write a short reflective piece that discusses the reasons for choosing the above example.

Put together the three items above, make about 40 copies of the whole set, clip each set together, and bring them to the REACH Forum. (If making the copies is a problem, please give us a call, and we'll see what we can do to lend a hand.) We'll line these materials up on some tables and each REACH school can compile a set that will represent at least a snapshot of our collective purposes, accomplishments, models of work we value, and some professional reflections.

Besides helping to address many of our schools' concerns that we don't know enough about what each other is doing, this collection may hopefully serve as a touchstone for the general discussion to follow in the Forum session. I feel that this discussion will be vital in helping us shape our next proposal to Rockefeller around the needs that you see are the most critical for REACH at this point. It should also help to stimulate some thinking about the next steps for your school projects.

Session III: Cross-Age Tutoring and REACH
Saturday, March 28, 8:30 - 10:00 AM

Elspeth Stuckey will moderate a discussion about how we might combine what we do in REACH with what we do in Cross-Age Tutoring.

Session IV: Teacher Professionalism as a Story Montage
Saturday, March 28, 10:30 AM - 12:00 PM

I admit - a strange-sounding name for a session. Our hope for this session, though, is to do some thinking about the implications of "the REACH approach to teaching and learning" for some more meaningful ways that school districts, the State Department of Education, colleges and universities should support the professional growth of teachers. As illustrations of "the REACH approach to teaching and learning", we have asked Marshall Elementary School in Orangeburg and Morningside Middle School in North Charleston each to prepare a 20-30 minute presentation. Shirley Steinberg and Joe Kincheloe will be facilitators for this session, and they will be in touch with the presenting schools with further details.

5. Other reminders, etc.

√ I've enclosed an official brochure and application form for our TEACH institute at Clemson this summer. We are depending on you to circulate the information around to all you think might be interested in applying.

√ Also enclosed is the latest copy of *Bread Loaf News* for your enjoyment. Please take a close look at Ike Coleman's article on page 30 - "A Conference On VAX Notes: Literature by Computer". (Remember Ike, REACH veterans? - Ike is now at the Governor's School, and is loving his return to teaching!) I hope his article might give you an idea of what a few REACH schools could get together and try. Choose a common reading, set a schedule for discussing it, and send your students' responses to a VAX Notes conference on the SCNET exactly as Ike and his students did. Imagine the different perspectives from around the state that could be brought to a reading of, say, *When the Legends Die* by Hal Borland. If your school and several others are interested in doing something like this, find a time at Praxis to sit down with Kemble Oliver to talk about it, and he'll be delighted to set it up for you!

√ Please remember that Tom Russell at Clemson (656-3463) is on call to do any number of interesting things in your classrooms this spring, and he is someone who really knows how to help. He is also willing to TRAVEL to the far reaches of the state. REACH is paying for his services - so please take advantage of the opportunity and act fast to get him booked into your schedule if you see that he can be helpful. If you have difficulty getting in touch with him directly, call me, and leave a time when he can return your call.

√ If you have not arranged to send me your interim financial reports, please do so right away. (Please give me a call if you have lost the form, or don't remember receiving one.) Those who have already returned the form should expect to receive your second grant payment soon.

If any questions or special concerns arise about arrangements for Praxis, please give me a call. We'll be back in touch to briefly acknowledge receipt of your registration for the conference, and we'll be looking forward to seeing you in late March!

Project REACH
Office of Telecommunications and Instructional Technology

Annual Report
1991-1992

Submitted on April 1,1992, to:

Leslie Graitcer, Program Manager
BellSouth Foundation, Room 7H08
1155 Peachtree Street, N.E.
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Submitted by:

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Project REACH
ANNUAL REPORT
1991-1992

Office of Telecommunications
English Department, University of South Carolina
Columbia, South Carolina 29208

Introduction

REACH Office of Telecommunications:

In the spring of 1989, the BellSouth Foundation awarded Project REACH(Rural Education Alliance for Collaborative Humanities)a grant of $197,500, to be used over a four-year period to fund the REACH Office of Telecommunications. The REACH initiative at the University of South Carolina is based in the Center for Computers and Writing. Funding from BellSouth Foundation was to be used to accomplish two major objectives:

(1) First, the funds were to be used to develop an experimental computer network linking rural schools affiliated with the Rural Educational Alliance for Collaborative Humanities.

(2) Second, the funds were to be used to promote the development of an inclusive, statewide electronic community for students, teachers, educators--anyone interested in working to improve education in South Carolina.

The director of telecommunications also directs the Center for Computers and Writing at the University of South Carolina and is responsible for teaching classes within the Department of English. The Department of English pays approximately one-third of the director's eleventh-month salary and provides from department funds the equivalent financial support for telephones, postage, and supplies as is provided other faculty members within the department.

Financial Report: Dr. Randy Akers, Director of the South Carolina Humanities Council, serves as the fiscal agent for all Project REACH activities. Jack Blodgett, Executive Director of Reach, will provide a comprehensive financial report at the end of the project's fiscal year, together with a projected budget for the 1992-1993 grant period.

I. Status Report
Project REACH Schools(1991-1992)

School Name	New school?	Attended regional training?	Online?
Andrews High School			Yes
Alice Drive Elementary School			Yes
Bowman High School <Are "about ready" to get started again>			
Beck Middle School <CHART focus school>			Yes
Branchville Elementary School <Cross-Age Tutoring>			Yes
Branchville High School			Yes
Clinton High School			Yes
Daniel High School		Onsite	Yes
Denmark-Olar Elementary School			Yes
R.C. Edwards Junior High School			Yes
Estill High School <Equipment problems>		Yes	
Estill Middle School <Cross-Age Tutoring>	Yes	Yes	Yes
Great Falls Middle School <CHART focus school	Yes	Yes +Onsite	Yes
Green Sea Floyds High School <CHART focus school>		Yes	Yes
Hunter-Kinard-Tyler High School			Yes
Irmo-Middle School/Campus R		Yes +Onsite	Yes
Jasper High School			Yes
Kingstree High School			Yes
Lincoln High School	Returned to REACH fold!	Yes	Yes
Liberty High School <No equipment. See earlier report>			
Marshall Elementary School <CHART focus school>	Yes	Yes	Yes
McCormick Middle School		Yes	Yes
McCormick Arts Council at the Ketura			Yes
Morningside Middle School		Yes	Yes
Mt. Pleasant High School <No equipment to connect>		Yes	
Newberry High School		Yes	Yes
Orangeburg-Wilkinson High School	Yes	Yes	Yes
Pendleton Junior High School	Yes	Yes	Yes
Pickens High School			Yes
Saluda High School			Yes
South Carolina School for the Deaf <Just obtained necessary equipment>			
St Johns High School		Yes	Yes
Union High School			Yes
Whiteside Elementary School <CHART focus school>	Yes	Onsite	Yes
Wren Middle School			Yes
York Comprehensive High School		Yes	Yes

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II: Status Report
SC Network for Educational Telecomputing(1991-1992)

The alliances we have been able to form with other organizations in South Carolina have allowed us to provide greatly expanded training. Sixty-eight(68) of the 92 school districts in South Carolina, including more than 400 schools, now participate in the SCNET. Virtually all four year colleges in South Carolina have someone on their faculty with membership in the SCNET. It cannot be stressed too strongly, however, that the de facto state network we have created exists, at least in large part, because the cost of virtually all online connect time has been assumed by sponsoring organizations.

The SCNET is in existence today primarily as a result of direct or indirect financial support from CUFAN, REACH, Dr. Bob Sneisire's contractual arrangement with SCUREF, support of the Center for School Leadership using state funds allocated to it by the Commission on Higher Education, and the Writing Improvement Network and South Carolina Writing Project. Unless we do find a source of stable funding for the network, and soon, the current financial crunch may wash away what we have built during the next high tide.

To date, no state funds have been appropriated to provide for continuing online connection charges. To date, the South Carolina Department of Education has made no public commitment to support the SCNET or to use it for official communications; however, funds have been committed by the Department for the 1992-1993 school year--pending legislative approval--to provide free access to every school library/media center in South Carolina.

Comment: An addendum to the annual report has been forwarded under separate cover containing a special, administrative sorting of the directory of the SCNET, current as of March 1, 1992. In addition, A state map of the school districts of South Carolina follows this page. It provides a simple, district-level overview of the involvement of educators in the state in the SCNET.

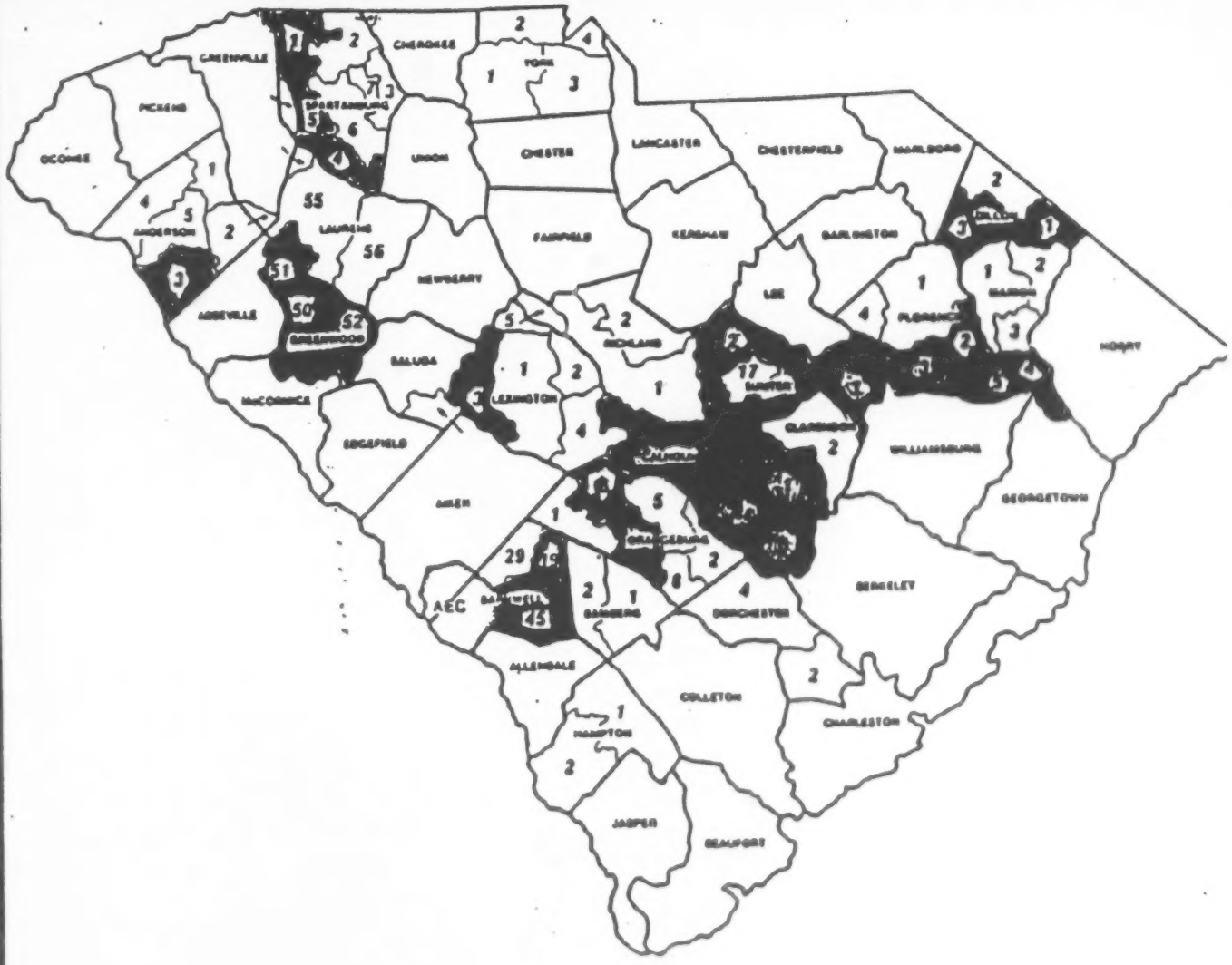
- This month the board of directors of the South Carolina Association of School Librarians voted to use the SCNET to support their intra-organizational communications. Each of the 25 members of the statewide board of directors has been provided a membership on the SCNET. Each has been mailed a users manual.Training will be arranged for them this summer, although most have indicated that they feel they will be able to come online with the help provided in the most recent edition of A Place to Begin.

- Bob David, Director of Innovative Technology and Staff Development with the SC Technical Education and Development Board, has requested VAX Notes training this spring from the SCNET for members of the technical college network.

- Plans are being formulated to provide SCNET training for teachers in a Tech Prep consortium now being formed in the Pee Dee(Florence 1,2,3,4,5,Marion 1,2,3,4,Darlington).

- Dr. Joseph Delaney, Superintendent of Schools in Marlboro County, has requested an application and has indicated his intention to request membership in the SCNET. Marlboro County is one of the larger school systems in the Pee Dee region.

In addition to the above, a committee has recently been formed at Clemson University by all standing Deans within the College of Agriculture to evaluate the future of CUFAN and the state telecommunications network. Dr. Dewitt Stone, representing the Office of the Provost, is on the committee. Dr. Chris Duckenfeld, Vice Provost for Computing Services, and Dr. Dave Bullard, Program Manager for Computing Services, are on the committee. Pamela Pritchett, Director of the Office of Instructional Technology Development at the State Department of Education is on that committee. Dr. Stone has recommended the appointment to the committee of Jack Blodgett, Executive Director of Project REACH, and Dr. Ken Kyre, representing the State Board of Technical and Vocational Education.



Participation in the South Carolina Network for Educational Telecomputing as of 1 March 1992

(School Districts which are shaded, are <u>not yet</u> on the SCNET)

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The state conference of the Association of School Librarians meets at the end of this week. A survey is being made, at the request of the Department of Education, to try to gauge the effect on the SCNET if every school library/media center were to be given FREE, UNLIMITED access to electronic mail, conferencing, and online information retrieval from public databases(Survey form is attached).

III.Regional Training Workshops (1991-1992)

During the spring and fall of 1991, training in VMS Mail and VAX Notes was provided to more than 600 educators, geographically distributed across the state of South Carolina..

Alliances with the South Carolina Center for the Advancement of Teaching and School Leadership(SCCATSL), Dr. Robert Snelsire at Clemson University(SCUREF), and the state Writing Improvement Network(South Carolina Writing Projects) enabled the SCNET to provide intensive training for over 500 teachers and other educators during the spring and fall of 1991. SCATTSL and SCUREF funds covered most participants' travel, substitute teacher pay, food, and during our days of training, and the rental of a van to transport computers to regional training sites in Florence and Orangeburg. BellSouth funds were used to provide small honorariums for Judy Pilgrim to cover her work after normal working hours, to pay for the printing of training materials, and to cover my personal travel expenses. For the most part, Judy Pilgrim provided the training in electronic mail and I provided the training in VAX Notes, although I filled in for her when she could not be present and she, for me, when I was unavailable.

BellSouth funds were used to pay for the travel and subsistence for a group of "master" science teachers who will be developing curricula materials for South Carolina Educational Television and the Office of Instructional Technology Development within the South Carolina Department of Education. All of the regional consultants of the Office of Instructional Technology Development participated in that training. They are now providing technical assistance to schools in their respective regions of the state in setting up equipment and coming online. The SCNET will be working with the OITD in helping bring up the various Tech Prep consortia around the state.

Clemson, May 8, 9, 1991

Intensive two-day inservice training in electronic mail and VAX Notes was provided to more than one hundred teachers and administrators from 46 elementary, middle, and secondary schools at Clemson University in two one-day sessions on May 8 and May 9. Training responsibilities were shared by Judy Pilgrim with CUFAN, Dr. Benny Coxton with the SC Center for the Advancement of Teaching and School Leadership, and Dr. Kemble Oliver with Project REACH. SCCATSL paid all travel expenses for their schools, provided each school with a 2400 baud modem and telecommunications software, and will pay all telecommunications costs for the schools. REACH, using BellSouth funds, provided training materials for all participants.

Clemson, October 8,9, 10, 1991

Intensive one-day institutes in VMS Mail and VAX Notes provided(More than 500 teachers and other educators were ultimately involved in at least one-day of inservice training).

Florence, October 15, 16, 1991

Intensive one-day institutes in VMS Mail and VAX Notes provided(More than 500 teachers and other educators were ultimately involved in at least one-day of inservice training).

Orangeburg, October 22, 23, 24, 1991

Intensive one-day institutes in VMS Mail and VAX Notes provided(More than 500 teachers and other educators were ultimately involved in at least one-day of inservice training).

Clemson, November 5, 6, 7, 1991

Intensive one-day institutes in VMS Mail and VAX Notes provided(More than 500 teachers and other educators were ultimately involved in at least one-day of inservice training).

Florence, November 19 , 20, 1991

Intensive one-day institutes in VMS Mail and VAX Notes provided(More than 500 teachers and other educators were ultimately involved in at least one-day of inservice training).

Orangeburg, December 3, 4, 5, 1991

Intensive one-day institutes in VMS Mail and VAX Notes provided(More than 500 teachers and other educators were ultimately involved in at least one-day of inservice training).

Orangeburg, December 6, 1991

All day, intensive training in VMS Mail and VAX Notes for Texaco Science Institute, including 14 "master" science teachers from across South Carolina, SCETV personnel, OITD regional field consultants, and the coordinator of regional assistance with the OITD. Seven, subject-specific, VAX Notes science conferences established to support the institute which is to ultimately involve 120 "master" science teachers from across South Carolina.

Projected telecommunications training at USC:

The Mac Classroom at USC has not yet been connected to the University backbone. All MacIntosh computers in the classroom have been moved to Room 417, where a much larger classroom lab, supporting 26 MacIntosh computers can be accommodated. By the summer of 1992 it is projected that 8 to 12 MacIntosh computers will be returned to the Mac Classroom where they could be made available to support telecommunications training classes.

The Chair of the English Department, Dr. Bert Dillon, freed me from teaching responsibilities for the spring semester of 1992, so that I would be able to continue development of the SCNET.

Forced cancellation of training for the Writing Improvement Network, Columbia, December 19,1991:

A full day of training for directors, co-directors, and regional consultants of the South Carolina Writing Project and Writing Improvement Network was planned for December 19, 1991. The training had to be cancelled two days before it was to occur when we found that the phone connections the Sheraton Hotel had told us, on three separate occasions, were available in their Newberry Room did not exist. Arranging for teachers to be released for the day of training took us over a month of planning. Cancelling the session required two days of phone calls.

Attempts to salvage the workshop were unsuccessful: When we called Southern Bell to see if we could arrange five phone connections for one day of training, we were told it would cost in excess of $1,500 to provide the five connections for one day.

Telecommunications training at USC, January 9, 1992:

An initial training session for educators involved with the Professional Development School consortium of the University of South Carolina School of Education was provided in the late afternoon of January 9, 1992. Tracy DuBay, Dr. Ed Dickey, Dr. Fred Splitgerber, and I worked with small groups in initial training in electronic mail. PDS has scheduled no additional training to date.

Summary and Critique of Training and the CUFAN Network

Best Laid Plans:

The regional training sessions snowballed. Original plans were to provide three chronologically distanced days of training for a small group of teachers, each day of training to be progressively more advanced than the next. What happened was that teachers from the 85 Associate Schools with the South Carolina Center for School Leadership, excited about the first day of training, returned for a second day of training bringing friends. Dr. Bob Snelsire's network of science and mathematics educators simply grew. Teachers from Project REACH added to the crew of trainees. Some days training went smoothly. Other days, usually when we had teachers

doubled or tripled up on a computer monitor, everything went wrong. If mistakes could be made in training, we generally made them twice.

Something must have worked, however According to Dr. Dewitt Stone at Clemson University, as of the end of January, members of the SCNET have generated more than 2,500 hours worth of online charges at an online cost in excess of $20,000.. In December, Jack Blodgett, Executive Director of REACH, carried bulky printouts of two of the VAX Notes conferences currently active on the SCNET to Patricia Willis to document the growing use of the network by teachers and students. When the DRBOB conference was brought online last month, 259 students signed on the first week to introduce themselves to each other. Use of the network is beginning to heat up, even though--unlike the networks in Georgia, Virginia, and Texas--use of the network costs nine dollars an hour--nearly three dollars an hour more than Online America, with its extensive forums and libraries of information.

The IBM Portables:

If activity on the SCNET is to increase, regional training sites within easy driving range of teachers and other educators is imperative. Nearly a decade ago, Clemson purchased 16 IBM Portable Computers. These are ancient, 8088 microprocessors weighing nearly 40 pounds apiece. Combined with a high-speed modem, ProComm, a mux, a medusa-like snarl of phone cables, and a connection to the CUFAN leased line network, these ancient machines are the only computers available for providing training on the SCNET in a lab situation. Power supplies for the machines and their CRT displays have seen better days. Moreover, the machines are so bulky that a van must be rented to transport them from one location to another.

The CUFAN Host Computer:

The VAX 8600(Eureka)currently used to support the CUFAN network appears to be easily overloaded. Even when we were conducting training at Clemson, we had to ensure that once we had a computer logged onto the network, it remained logged onto the network. The probability was extremely high that a participant would not be able to log back onto the network if he or she once logged off. Demonstrating how to log into the network using a dial-in modem had to be done early in the morning because, in the afternoon, there was a probability that one would not be able to get back online.

Our experience, and discussions with both Digital Equipment Corporation and MCI Mail confirmed that the computer currently used to support CUFAN is too slow to support a statewide network effectively.

The CUFAN Phone Network:

Conducting inservice training at the Pee Dee Station in Florence was especially problematical. One day the entire telephone network was down for virtually the entire day, a day when we had paid travel, substitute pay, and subsistence for over 30 teachers. At our next training session, the high speed modem we were using crashed and had to be replaced. If it were not for Judy Pilgrims assistance, and the prompt and intelligent technical support we received from CUFAN at Clemson, conducting training at locations remote from Clemson would have been extremely difficult.

Using Extension Service Offices for training:

When we conducted training at the Pee Dee Research Station in Florence, the entire staff at the Pee Dee Center was deprived of communications. Similarly , when we conducted training in Orangeburg, the entire staff at the Agricultural Extension Office was deprived of communications. In both locations, we received courteous treatment. But at both locations, it was clear that our training visits constituted disruptions to the efficient operation of the centers.

THE FUTURE:

Since the summer of 1990, when we were told that CUFAN could not provide technical or programmatic support for public education, we have been working with both Digital Equipment Corporation and the phone companies to acquire our own host computer and to provide members of the SCNET with economical, reliable access to that host from remote locations in South Carolina.

Host computer: Whether the SCNET brings up a statewide network or someone else, the network will have to be supported with a host that is capable of handling extremely fast input and output.

Remote access: The CUFAN phone network slows to a crawl in the midafternoon, the time when most teachers log onto the network. A statewide telecommunications network for education will have to support more traffic, more quickly, than the current CUFAN network allows. At a usage rate of 10 hours per month per school and district, BSAN has projected the need for a host capable of supporting 196 simultaneous connections.

Use of an existing X.25 network, in conjunction with 800 service and use of the state data network backbone has been proposed as one option. Using the X.25 network would allow us use of equipment available on the public network. It would save approximately $150,000 in equipment which is rapidly being outmoded. Using a private, leased line network makes progressively more sense as traffic on the network increases. At a cost of $21,000 per month for leased lines, for example, CUFAN has a fixed annual investment in leased lines of only $252,000 .

At a projected average use rate of 10 hours of online time per month per district and school, the current DRIM 800 rate of $.23/minute would cost about $2,000,000. CUFAN, at its current cost of $.15/minute, would cost about $1,500,000. The X.25/800 option, at approximately $.10/minute, would cost $1,000,000. And locating a computer across the Georgia or North Carolina border , using currently tariffed long distance service at $.0604/minute, would have an annual cost of about $500,000.

Training facilities: If the network is to succeed, providing close, repeated training will be critical. Our sixteen technical colleges are geographically dispersed throughout South Carolina. They already enjoy an internal DECnet connection with Clemson and the University of South Carolina . Meetings with the Technical College Network staff suggest that we might be able to use the Technical Colleges for training. It would be advantageous for both the public schools and the technical colleges to be provided access to a common host, which could support electronic mail, conferencing, and access to remote databases. In addition, Dr. James Rex at the University of South Carolina has suggested that USC could host training facilities at its regional campuses. Currently, however, finding a training facility on the Columbia campus has been problematic.

For the present, we are restricted in providing training to Clemson and to making arrangements with Judy Pilgrim, far in advance, to provide training in the field when she will be there doing training for the Agricultural Extension Office. The implication of these strictures is to make the provision of training extremely problematical. We end up trying to train as many people as possible, simply because we have a chance to do so.We need to provide training which is tightly linked to specific learning situations, not provide generic training in the use of VMS Mail and VAX Notes or the retrieval of generic information from databases on the Internet. We need to be introducing people to the wonders of telecommunication within the context of their own personal and professional concerns.

Technical Assistance for the SCNET(1991-1992)

Participating in the evolution of the SCNET this year has been an exhilarating experience. It has been the year, above all, of cooperation and of alliances, of each of us helping as we could to bring up the network and make it succeed. This is exhibited most clearly in the area of technical assistance.

Clemson:

Technical assistance from Clemson during the 1991-1992 grant period has been reliable and prompt--within the limits of available staff. Judy Pilgrim and Norma Moss have done an Herculean job of keeping up with accelerating requests for new accounts and usernames on the network. Accounts and usernames have been set up quickly. Requests to have passwords reset to account numbers have handles promptly and reliably. Judy Pilgrim and Norma Moss--both of whom are wonderful to work with-- have been courteous in notifying me of new accounts and new usernames on the network. Without their assistance, we could not have managed the explosive growth in the network have experienced over the past year. In addition to technical assistance, Judy and members of the CUFAN administrative staff handled the logistics of parking, food, etc for all training conducted at Clemson.

Working with Cathy Brown, the new VAX Notes manager in the Computer Services Division, has been a real delight. She has helped us set up one online conference after another, often at short notice and uhder pressure, but she has never lost patience with us. She has been quick to provide technical assistance with VAX Notes and has gone out of her way to help us when we have had problems with conferences on the network.

Winthrop:

Dr. Benny Coxton at Winthrop, and Ms. Billie Bevers, working as a consultant for the Center for School Leadership at Winthrop helped with training and provided indispensable technical support and assistance throughout the year. Benny Coxton,Billie Bevers, and Judy Pilgrim(Clemson) helped write equipment-specific supplements to A Place to Begin. Dr. Rita Stringfellow, Assistant Director of the Center for School Leadership, was responsible for handling the logistics of modems, food, travel, lodging, et cetera.

York Technical College:

It is difficult to quantify or to qualify the assistance that has been provided by Otis Lutz over the past year. Otis Lutz is a computer coordinator at York Technical College. He has brought excitement and technical expertise to the network, usually working after hours and on weekends, helping to provide technical assistance and advice on SHOPTALK, the network's online technical assistance conference.

We are beginning to see exchanges of electronic mail between TechWAN and members of the SCNET, running on the CUFAN network.

More importantly, Otis has set up two conferences supporting the Tech Prep initiative at York Tech--on SPOCK, the York Tech host computer. The conferences will be used by Joanne Gardiner to coordinate Tech Prep programs in 12 high schools in Lancaster, York, and Chester counties. We have been able to use those conferences to confirm that members of the SCNET can join and participate in conferences running on TechWAN, the wide area network which links the 16 technical colleges in the technical college system. Conversely, members of TechWAN can join and participate in conferences available on the SCNET.

Office Warehouse

The tutorial guide to the SCNET, A Place to Begin, was appropriately named. It, and the growing directory of users, have been revised virtually with every printing. One full scale revision of the tutorial was made necessary when CUFAN suddenly appeared with a MENU structure that

suddenly appeared one Tuesday, in the middle of a training session. Because the guide was developed to give users "a lot" of practice logging on and logging off the network, the change to the MENU necessitated changes throughout the manual. Changes in allowable passwords caused additional revisions, followed by revisions caused by a change in how "conferences" would be added to personal notebooks. And a lot of changes were required simply because I made a lot of mistakes. Bottom line was that the guide went through a number of small printing throughout the year.

We discovered that we could have our printing done at Office Warehouse more cheaply than we could do it ourselves or through the University print shop. Working with the print shop at the Office Warehouse at Dutch Square in Columbia has simply been a delight. Office Warehouse made money from our project, but the project saved a lot of money by relying on them to do our printing. They do it fast. They do it inexpensively. They do it right. Our thanks to Rose Palmer, Lisa Lavell, and Kris Hartley at Office Warehouse!

Addendum

Selected Meetings and Presentations: 1 July 1991-1 April 1992

15-17 July	Attend Blue Ridge '91 Project Multimedia Training
25 July	Attend Internet/BitNet Training at CSD, USC-Columbia
29 July	**Presentation: Richland District #1**

1 August	Participate in BSAN presentation to SDE(OITD, EDC, SCETV)
2 August	Meeting at USC CSD with Morton Solomon, Gerald Stover
2 August	Meeting with John Cogan, DEC
12 August	South Carolina Curriculum Congress Meeting: Marriott
13 August	Spend day setting up training for Directors of Odyssey of the Mind
14 August	Last minute cancellation of training for Board of Directors: SC Odyssey of the Mind.
15 August	Meeting with Wesley Kennedy(BellSouth)
15 August	Meeting with Karen Talbert(DEC)
27 August	Technical Assistance: Jerry Cover, Children and Adult Resource Express(CARE), Office of Rural and Economic Development

5 September	Meet in Rock Hill to plan inservice training
13 September	Prepare handouts for Bonner Guidera, Foreign Language Coordinators
18 September	Complete article for Palmetto Administrator
20 September	Meeting w/ AT&T and Mark Bradley(USC- CSD)
22 September	Meeting w/ Midlands Writing Project
23 September	Meeting w/ SCETV(Ruth Marshall and Bobbi Kennedy) and Bob Reese(OITD)
25 September	Meeting w/ Pam Pritchett & Bob Reese(OITD) and Bobbi Kennedy and Ruth Marshall(SCETV)
26 September	Meeting w/ Mark Bradley and Gerald Stover(USC-CSD), Kevin Parris(EDC-SUE),Wesley Kennedy(BellSouth)
27 September	**Presentations(2): Saikahatchie Multi-District Inservice**

3 October	**Presentation: State Writing Conference**
4 October	**Presentation: State Writing Conference**
8-10 October	**Training: Clemson**
15-16 October	**Training: Florence**
17 October	**Presentation: State Conference, South Carolina Council of Computer Educators**
18 October	**Presentation: State Conference, South Carolina Council of Computer Educators**
22-24 October	**Training: Orangeburg**
25 October	Meeting with Texaco Science Institute(9:00-5:00)

5-7 November	**Training: Clemson**
8 November	Meeting w/ Writing Improvement Coordinating Council
8 November	**Presentation: Texaco Science Institute Teachers**
12 November	Meeting w/ Morton Solomon and Gerald Stover(USC-CSD)
18 November	**Session Chair: Writing and Technology Conference**
19-20 November	**Training: Florence**
26 November	Faculty Club: Provost(Reeves),Rex, Dean Kay, Dean Humphries, Dean Isler, Vice Provost(Solomon), Hilenski. BellSouth Foundation Grant. Committee to be formed. Strong support. Etc.
26 November	Meeting w/ Bobbi Kennedy, Ruth Marshall, et all(SCETV), Pamela Pritchett, et all(OITD), Dewitt Stone(Clemson). Discussion of state telecommunications network, Glass Classroom, etc.
26 November	**Presentation: Columbia Torch Club**

2 December	Meeting w/ Wesley Kennedy and Roger Nunn, BellSouth
3-6 December	**Training: Orangeburg**
10 December	**Presentation: Lexington #2 District Office.** All Principals and selected district staff
12 December	**Technical Assistance Meeting: Lexington #5. Aleda** Anderson(Technology Coordinator) and Barry Cox
19 December	Training: Writing Improvement Network(Projected Training at Sheraton Hotel. Forced cancellation of same. See narrative)
20 December	*Meeting with Dr. Dale Scannel in School Education. Hired w/ BellSouth Foundation Funds.Shared all information with him. Have had no communication from him since.*

9 January	**Training:** Assist Tracy Dubay w/ training Professional Development School Consortium.
14 January	**Presentations(2): State Conference on Restructuring**(Co-presentation w/ Jeanne Sink, SC Teacher of the Year)
16 January	BellSouth Teleconference
17 January	**Technical Assistance:** Whitesides Elementary School, Charleston
24 January	**Presentation: Upstate Educational Technology Conference**, Blue Ridge High School
29 January	Meeting at York Tech: Otis Lutz, Joanne Gardiner(Tech Prep), John Bullington(SC ETV at York), Several others.
30 January	Attend DEC World Tour Meeting, Charlotte, NC
30 January	REACH Curriculum of Inclusion Meeting, Clemson
31 January	**Panel Discussant: REACH Curriculum of Inclusion Meeting, Clemson**

3 February	Meeting with Karen Talbert(DEC)
4 February	Meeting w/ Bob Pock(Commission on Higher Education)
5 February	**Technical Assistance: Barnett Berry, USC-Columbia**
7 February	REACH Staff meeting, Lander College
10 February	Meeting with Mike Raley(Commission on Higher Education)
11 February	**Technical Assistance:** Great Falls Middle School, Great Falls
14 February	**Technical Assistance:** Bob Snelsire, Clemson
17-19 February	**Training:** VAX/VMS Utilities, York Tech, Rock Hill
22 February	**Presentation: Board of Directors, SC Association of School Librarians, Airport High School**
27 February	BellSouth Teleconference/Meeting w/ Marsha Purday

5 March	Take revision of A Place to Begin to printer
9 March	Meeting w/ Marsha Purday
17 March	Meeting w/ Jack Blodgett and Barnett Berry
18 March	Take Revised Directory of the SCNET to Printer
20 March	**Presentation: Pee Dee Instructional Technology Conference**
21 March	SC Curriculum Congress Meeting, Brooklyn-Cayce High School
23 March	Meeting w/ State Technical Board(Ted McClure, Ken Kyre, Buddy Stokes, Bob David)/ Meeting w/ Bob David/Ted McClure
24 March	Meeting w/ BellSouth: Marsha Purday, Terry Peterson, Jeanne Sink, Pamela Pritchett, Bill Mitchell
26-28 March	PRAXIS II, Lander College

1 April	Pick up 1,000 copies of SCASL Survey from printer
2-3 April	**Presentations: State Conference, South Carolina Association of School Librarians, Greenville, SC**

Telecommunications Survey

South Carolina Association of School Librarians

The SC Department of Education has asked us to survey the members of SCASL so that they might be able to project whether or not use of the SCNET(described on the attached sheet) would increase if schools were to have FREE, UNLIMITED access to telecommunications. You'll still need equipment and access to a phone line!

PLEASE take time to complete and return the survey. We've tried to keep it short.

Use the back of the sheet to make suggestions, explain, suggest things that we may have omitted. THANKS!

Please CIRCLE your chosen answer(s)

1. Is your school library/media center ALREADY online?	YES		NO	
2. If your school library/media center had FREE, UNLIMITED access to the services available on the SCNET, would it be used?	YES		NO	
3. WHO(do you think) would use which of the services? (S=Students; T=Teachers; M=Media Specialist; A=Administrators)				
a. Electronic mail(Intra- and inter-organizational communication, professional communication with colleagues, penpal exchanges with students in other countries, electronic submission of required papers,etc.)	S	T	M	A
b. Discussion forums(Collaborative research projects, Publication of student writing, intra-and inter-disciplinary curriculum development, mentoring support, feedback and discussion of proposed regulations)	S	T	M	A
c. Collaborative sharing of information(Event calendars, student/teacher writing, lesson plans and resources, explanation of regulations, innovative projects, grant information,etc.)	S	T	M	A
d. Information retrieval(Searching the stacks of university libraries, National Dropout Prevention Center, Children and Adult Resource Express, SPACELINK, Library of Congress, National Weather Underground, etc).	S	T	M	A
3. Do you HAVE NOW, or COULD YOU OBTAIN, the following equipment?				
a. A computer(APPLE II, Macintosh, IBM, or other DOS computer)	YES		NO	
b. A hard disk(Highly recommended, but not absolutely essential)	YES		NO	
c. A printer	YES		NO	
d. A modem(2400 baud, Hayes compatible recommended). Cost: About $75-$100.	YES		NO	
e. Telecommunications software. Cost: About $75-$100.	YES		NO	
f. A phone line in your libary(This does NOT have to be a "dedicated" line, but it MUST be one that will not " be interrupted" when it is in use. You will make LOCAL phone calls!)	YES		NO	
4. How much TRAINING would you need to help others in your school use the network?				
a. I am a novice with computers. I will need a LOT of help getting started.	1			
b. I am comfortable with computers, but I'll need help before I can use the network.	2			
c. I've used online services, but I'd like to have training in the SCNET programs	3			
d. Give me some written instructions and free time. I can teach myself and help others.	4			
e. I don't need assistance. I can help others use the SCNET now.	5			
5. Will you need someone to help you set up your equipment and software so that you can go online?	YES		NO	
6. Are there ADDITIONAL services and information would you LIKE to see made available through school/library media centers in South Carolina(e.g., CNN Newsline, SERVE, EASYNET, Dialogue, BRS, Wilsonline, FrEDMail, IRIS, etc). Please use the back of the sheet to explain and suggest. Thanks!	YES		NO	

THE SOUTH CAROLINA NETWORK FOR EDUCATIONAL TELECOMPUTING

What IS the South Carolina Network for Educational Telecomputing?

The SCNET, or "the net" as it is known to those of us who use it, is a statewide telecommunications galaxy comprised of students, teachers, administrators, educational consultants, officers of educational organizations, government employees, and representatives of business and industry. We can exchange messages at warp speed, share ideas and information, discuss issues that are of interest, and search electronic databases of information available within South Carolina and within the 5,000 networks of the global Internet.

Our new frontier is a vast wilderness of data, which in some disciplines doubles every six months. Finding our way within it will require collaboration and cooperation. We must learn to work together, if we are to help ourselves and our students learn to navigate in the matrices of cyberspace, a universe of proliferating information whose topography is in constant flux--whose only invariant is change.

Exchange messages with anyone in South Carolina, anywhere in the World

Membership in the SCNET provides access to electronic mail which lets members exchange messages with others within South Carolina. Membership also provides access to the Internet, which lets members of the SCNET exchange electronic mail with members of over 5,000 networks in 26 countries around the world and across the United States.. The portion of the Internet dedicated to commercial use in 1989 now includes over 3000 commercial firms and opens the prospect of electronic exchanges between some schools and their business partners.

Post information on bulletin boards, engage in group discussion, provide mentoring support over wide geographical distances

Membership in the SCNET provides access to powerful and flexible "conferencing" software, a tool with many uses. Conferencing is too limiting a term for the software, because it can be used to create bulletin boards, maintain calendars, explain regulatory policy, publish information about foundations and grants; provide technical assistance and mentoring support over wide geographic areas; support student writing exchanges and cooperative research, publish newsletters; conduct surveys, do evaluations. The list goes on. The "conferencing" software is a flexible tool with applications limited only by your ingenuity and imagination. It has the powerful, virtually untapped potential to help us help each other. It can help us to work together, to pool what we know and who we know and what we know how to do. Empowerment? Stone soup? The frontier ethic reincarnated in a digital network? The promise and the power are here. You don't have to be a rocket scientist to participate.

Search for and retrieve information

Membership in the SCNET provides access to library resources (e.g., LUIS, USCAN, LION, Library of Congress, CARL); to FOCUS, database of the National Dropout Prevention Center ; to CARE, the Children and Adults Resource Express; to CUFAN, the Clemson University Forestry and Agriculture Network, and to a growing number of bulletin boards and interactive discussions. An online event calendar is available to facilitate inter-organizational planning.

A plethora of resources and discussion groups are available on the Internet(e.g., KIDS'92, SPACELINK, Academy One, FrEDMail, GCEduNet, USENET etc.). The same equipment, with or without special software, will allow you access to other resources(e.g., SCOIS, SERVE, BreadNet, IRIS, FreeNet, Applelink, MCI Mail, PSInet, Compuserve, Online America, Prodigy, KidsNET, etc.).

What do you need to participate? What does it cost?

To participate in the SCNET, you will need to obtain a "username" and an account on CUFAN(Clemson University Forestry and Agriculture Network). You can do that by sending an application, which you can obtain from the SCNET, to CUFAN at Clemson University.

An account on CUFAN costs $10.00 per month; however, that amount goes toward defraying online charges of $9.00 per hour($.15/minute). In other words, it pays for a little more than an hour of online time. If you don't use your account, you aren't billed the $10.00. Apply for a username. It won't cost you a penny until you use it. Even then, it won't cost you a lot.

Also, if your district or school or organization will pay the bill, you can have a number of individuals on one account, each with a private username and password. Access to the SCNET, from anywhere in South Carolina, is made by making a local phone call to your county agricultural extension agent's office. If you can learn to download messages to disk and to write messages offline and upload them, you'll find that communicating electronically is faster,cheaper, and more reliable than the US Postal Service.

What equipment and software do you need, other than access to a phone line?

You can use any microcomputer: Apple IIe, IIc, IIGS; any Macintosh; any IBM or IBM-compatible computer, Commodore, Amiga, Tandy. A hard disk is strongly recommended but not required.

You can use a 2400 baud , Hayes-compatible modem from any reputable manufacturer. (e.g., Hayes, Practical Peripherals, Zoom, U.S. Robotics, Intel, Computer Direct, etc). You will also need an appropriate modem cable. If you plan to use an Apple IIE computer and want to use a printer, you will need two superserial cards, one for a printer and one for a modem. A Hayes-compatible, 2400 baud modem can now be obtained for less than $100. A send/receive FAX modem costs less than $200.

You can use virtually any telecommunications softwarewhich supports VT100/102 emulation. If your telecommunications software does not contain a text editor, you will need a word processing program that will allow you to save what you have written in what is called ASCII or DOS or text only format. You'll be able to telecommunicate more economically if you prepare your messages offline and exchange them as text files, rather than typing everything out online. The SCNET recommends three telecommunication software packages: ProTERM for Apple II computers(IIgs,IIe, IIc); White Knight for the Macintosh, and ProCOMM for IBM and IBM compatible computers. Any telecommunication program which supports VT100 emulation will work satisfactorily--which is most telecommunications programs(e.g., Works, Relay Gold, Microphone, PFS First Choice, a long list).

I'm a complete novice at this. Is anyone available who can show me the ropes?

Since the spring of 1990, training has been provided for educators who are working in schools or district offices in virtually every school district in South Carolina. Funding to support that training has come from REACH, the BellSouth Foundation, the South Carolina Center for School Leadership, SCUREF, and the South Carolina Writing Project and Writing Improvement Network. By the end of this school year, at least one colleague close at hand will have participated in training in electronic mail and conferencing who can help you get started. In addition, a step-by-step tutorial, A PLACE TO BEGIN(VERSION 4), is available. The tutorial has been crash-tested by several hundred teachers and, after a number of revisions, is being mailed (as a master copy) to every school superintendent in South Carolina. To the degree possible, training will be ongoing.

For an application, send a self-addressed envelope to the address below:

Kemble Oliver, The SCNET
English Department , University of South Carolina
Columbia, SC 29208 (803-777-5992)
Internet: scnet@clust1.clemson.edu

CHARTER OF THE SOUTH CAROLINA CURRICULUM CONGRESS

The South Carolina Curriculum Congress was created to:

A. Solicit and give voice to broad-based grassroot views on public education by bringing together South Carolinians who represent parents, business, communities, and educators.

B. Mobilize and organize South Carolinians to assist the State Department of Education to define what we want all students to know and be able to do; and

C. Provide practical ideas and experience that support and encourage teachers and communities in their efforts to improve student learning and local schools in ways that meet or exceed the standards expressed in the curriculum frameworks.

To that end, the Congress will:

(1) convene forums of South Carolinians to discuss and debate the direction of curriculum reform;

(2) provide an avenue for communication with the State Department of Education as that agency adopts curriculum frameworks;

(3) recognize, celebrate and showcase exemplary teaching practices within South Carolina classrooms and elsewhere;

(4) encourage the development of and recommend programs, strategies, and materials that broaden and enrich the learning experiences of all South Carolinians; and

(5) respect the richness of cultural diversity throughout the educational process in South Carolina.

Approved 11/26/91

APPROVED 11/26/91

SOUTH CAROLINA CURRICULUM CONGRESS EXECUTIVE COUNCIL

BYLAWS

ARTICLE I

NAME

The name of this organization shall be the South Carolina Curriculum Congress (SCCC) Executive Council.

ARTICLE II

NATURE AND PURPOSE

Section 1. Nature.

This organization is the executive council to the SCCCongress.

Section 2. Purposes.

The SCCCongress Executive Council shall:

A. Become well informed on every aspect of the SCCC;

B. Advise the Executive Director on the current issues and undertake special assignments and reports when requested;

C. Advise the Executive Director about the Congress expenditures;

D. Assist in raising funds for SCCC;

E. Enhance the image of the SCCC at the community, state, and national levels; and

F. Assist in promoting the mission and objectives of SCCC with leaders in the public and private sectors.

Section 3. General Powers.

The Council, in consultation with the Executive Director, shall have those powers necessary to function in accordance with the purposes herein set forth.

ARTICLE III

MEMBERSHIP

Section 1. Number and Qualifications.

The Council shall consist of between twenty-five (25) and thirty-five (35) members in the following categories:

A. All but eight (8) members shall be elected in accordance with Article III, Section 3. Nomination and selection shall be made with due regard for balanced representation on the Council as to age, sex, race, geographical area, and subject area of all members.

Effort shall be made to have classroom teachers representing the following subject areas: mathematics, science, language arts, visual and performing arts, foreign languages, health and physical education, and history/social studies. Council shall have representation from the diverse population (parents, public school educators, higher education faculty and administrators, State Department of Education representatives and business and industry) of the SCCCongress. It is desirable that the Council include members whose influence in public or civic life is high; whose experience and background in business, professional, or volunteer service is widely recognized; or whose philanthropic interests are known to be in education.

B. Eight (8) members shall be ex officio. These shall be the Executive Director of the SCCCongress, the founders of the SCCCongress, and a representative of the South Carolina House of Representatives and the South Carolina Senate. They shall have all the rights and privileges of other members, including voting rights without limitation.

C. Council members are expected to attend regular meetings as established in Article IV, Section 1.A. and participate in other such activities as possible.

Section 2. Invited Guests.

The Executive Director or the Chair of the Council may from time to time invite special guests to Council meetings.

Section 3. Method of Selection.

At the spring Council meeting each year, the Membership Committee, in consultation with the Executive Director, shall submit a list of nominees for membership for the coming year. Each new member shall be elected by a majority vote of members present. Outgoing members shall be eligible to vote.

Section 2. Election and Term of Office.

The Chair and the Vice Chair shall be elected every two (2) years by a majority of the Council members present at the regular fall term meeting every other year. The Membership Committee shall submit a slate of candidates and individual Council members may nominate candidates with their prior consent.

Section 3. Duties.

The Chair shall preside at all regular and special meetings of the Council and serve as an ex officio member on all committees. The Vice Chair shall preside at all meetings in the absence of the Chair.

The Secretary shall take minutes of all meetings of the Council, present those minutes to members at least three weeks prior to the following meeting, and serve as an ex officio member on all committees.

Section 4. Executive Committee.

The Executive Committee of the Council shall consist of the Chair, the Vice Chair, the Executive Director, the Secretary, the Chairs of all standing committees, and up to three individuals appointed by the Chair in consultation with the Executive Director. The Executive Committee is empowered to act on behalf of the full Council to address issues or concerns requiring expeditious attention. All actions of the Executive Committee are subject to review at the next regular meeting of the Council.

ARTICLE VI

AMENDMENTS TO BYLAWS

Amendments to these Bylaws may be adopted by a three-quarters vote of the Council members present at any regular or called meeting. Written notice must be given of the intention to adopt new Bylaws and the proposed changes must be circulated with the notice of the meeting three weeks prior to said meeting.

ARTICLE VII

These Bylaws shall become effective when they are adopted by at least three-quarters of the Council members present at a regular or called meeting.

D. Notice, Agenda, and Minutes of Meetings. (Continued)

Agendas for regular meetings also will be determined by the Chair of the Council and the Executive Director. Members may submit items for inclusion on the agenda to either the Chair or the Director. The preliminary agenda of the upcoming meeting and the minutes of the prior meeting will be mailed to members with the three-week reminder of each meeting.

E. Quorum

Thirty percent (30%) of the currently serving members shall constitute a quorum. Ex officio members may be included in the quorum computation.

Section 2. Committees.

The Chair, with concurrence of the Executive Director and the Council, may designate standing committees pursuant to the purposes and functions of the Council as herein described. The Chair, with concurrence of the Executive Director, may designate ad hoc committees as needed. Committee membership may include individuals other than Council members as the Council deems appropriate.

Standing committees will include the following: Program, Membership, and Executive. Ad hoc committees will be convened as necessary.

A. Program Committee. Plans all conference and forum activities and recommends action to the Council.

B. Membership Committee. Recommends new members to the Council.

C. Executive Committee. Performs duties described in Article V, Section 4.

Committee meetings shall be called by the Chairs of the committees as needed.

ARTICLE V

Officers

Section 1. Number.

The officers of the Council shall be a Chair, a Vice Chair, and a Secretary.

Section 4. Term of Office.

The elected member shall serve for a term of three years. No member shall serve more than two consecutive full terms.

Section 5. Resignations.

Any Council member may resign at any time by giving written notice to the Chair. Any such resignation shall take effect at the time specified therein; and unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

Section 6. Vacancies.

At the discretion of the Council, unexpired terms of office may be filled by a majority of Board members present and voting at any regular or special meeting of the Executive Council.

ARTICLE IV

Organization

Section 1. Meetings.

A. Regular Meetings.

There shall be at least two (2) regular meetings each year, one during the fall academic term and one during the spring. Robert's Rules of Order, Revised, shall govern except where otherwise stated in the Bylaws.

B. Special Meetings.

Special meetings of the Council may be called by the Chair, three (3) members of the Council or the Executive Director.

C. Place of meetings.

The Chair of the Council, in consultation with the Executive Director, shall determine the place for all regular and special meetings.

D. Notice, Agenda, and Minutes of Meetings.

Dates for all regular Council meetings will be determined by the Chair of the Council, with the concurrence of the Executive Director, and an annual schedule of meetings made available at the spring meeting. Reminders of regular meetings will be mailed three (3) weeks prior to meeting dates.

SOUTH CAROLINA CURRICULUM CONGRESS

Schools • Colleges • Communities • Business

October 26, 1992

FOUNDERS

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SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION
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SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
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EXECUTIVE DIRECTOR

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Dear Curriculum Congress Delegate:

On behalf of the South Carolina Curriculum Congress (SCCC) Executive Council, I invite you to attend the SCCC Forums to be held during November and December at Brookland-Cayce High School.

The major objectives of the forums are to provide an opportunity for the delegates to discuss the draft copy of the three frameworks which were mailed to all delegates in September, 1992, and to continue developing curriculum visions/major tenets to be shared with other writing teams. The detailed schedule for the forums is enclosed.

Please review the schedule and complete the enclosed response form indicating the forum(s) you wish to attend. Please return the form to me in the enclosed business reply envelope immediately.

The Brookland-Cayce High School is located at 1300 State Street in Cayce, South Carolina (a part of the Greater Columbia Area). An arrow has been drawn on the enclosed map from the bottom of the page (where the name Brookland-Cayce High School is indicated) to the school's location. Parking will be available. The telephone number for the school is 791-5000.

Coffee and juice will be available at 9:30 a.m. The meeting will begin at 10:00 a.m. and adjourn at 1:00 p.m.

We will be awaiting your response form. I solicit your continued support and involvement.

Sincerely,

Joann G. Boyd

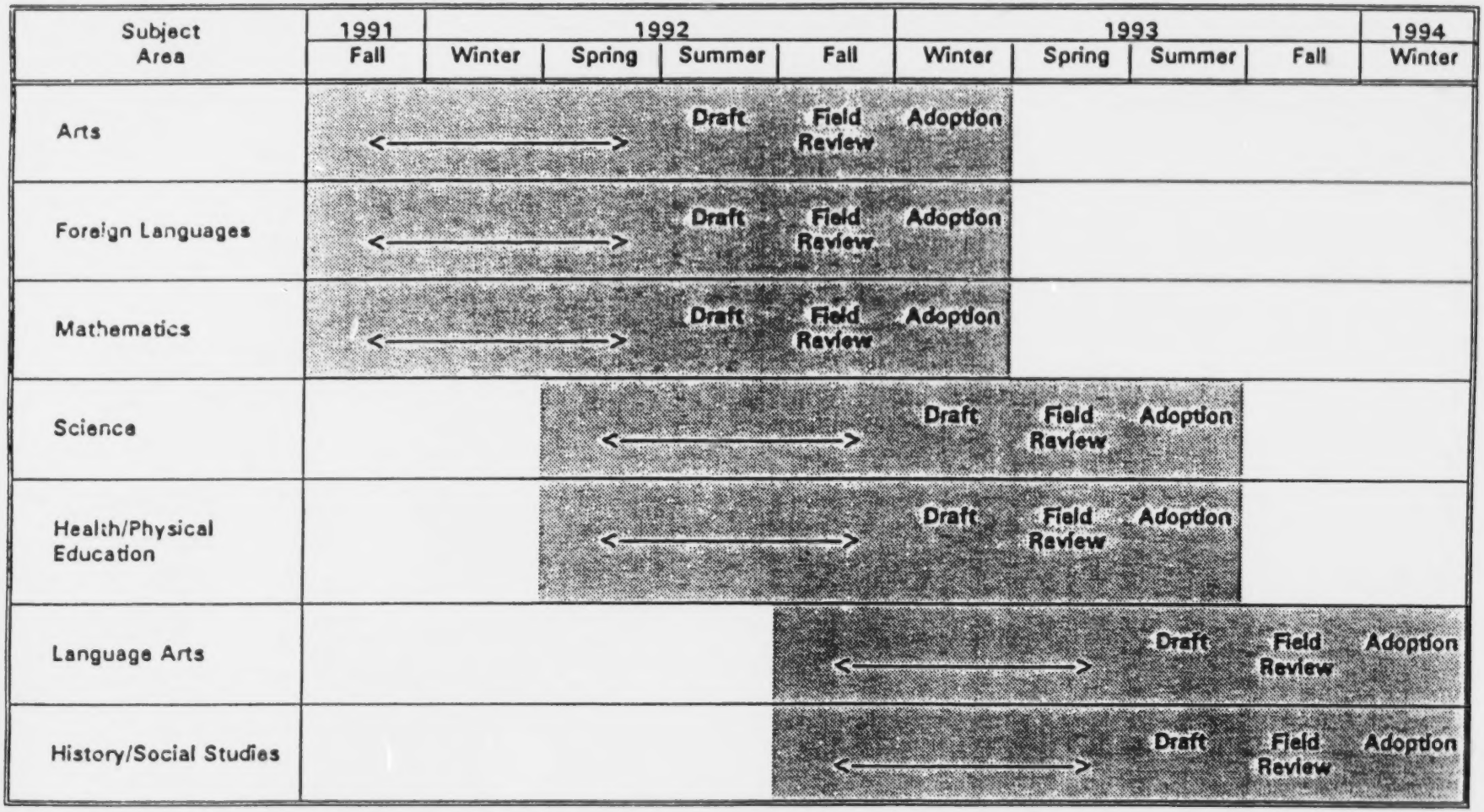
Joann G. Boyd, Ph.D.
Executive Director

JGB:eb
Enclosures

SOUTH CAROLINA CURRICULUM CONGRESS
SCHEDULE FOR
NOVEMBER AND DECEMBER FORUMS

DATES	TOPIC OF DISCUSSION/ ACTIVITIES	PARTICIPANTS INVITED
11-07-92	THE MATHEMATICS CURRICULUM FRAMEWORK DRAFT	ALL DELEGATES, MATH WRITING TEAM, CURRICULUM REVIEW PANEL (CRP), AND DISCIPLINE-BASED CRP
11-14-92	THE FOREIGN LANGUAGES CURRICULUM FRAMEWORK DRAFT	ALL DELEGATES, FOREIGN LANGUAGES WRITING TEAM, CURRICULUM REVIEW PANEL (CRP), AND DISCIPLINE-BASED CRP
11-21-92	THE ARTS CURRICULUM FRAMEWORK DRAFT	ALL DELEGATES, THE ARTS WRITING TEAM, CURRICULUM REVIEW PANEL (CRP), AND DISCIPLINE-BASED CRP
12-05-92	SCIENCE DELEGATES WILL ASSIST THEIR RESPECTIVE WRITING TEAM; LANGUAGE ARTS, SOCIAL STUDIES, HEALTH, AND PHYSICAL EDUCATION DELEGATES WILL CONTINUE DEVELOPING CURRICULUM VISIONS/MAJOR TENETS TO BE SHARED WITH THE WRITING TEAM FOR THEIR RESPECTIVE AREAS	ALL DELEGATES, SCIENCE WRITING TEAM, CONTENT AREA FACILITATORS

PROJECTED TIMELINE FOR DEVELOPMENT OF CURRICULUM FRAMEWORKS



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SOUTH CAROLINA CURRICULUM CONGRESS
SPRING MEETING
MARCH 21, 1992

LANGUAGE ARTS SESSION

FACILITATORS AND RECORDERS:

UPSTATE REGION

Critical Issues:

1. overcoming assessment driving instruction
2. real life tasks
3. communication process
4. part of learning process
5. duplication of skills in grade levels
6. relationship between thinking and writing - have not written widely enough
7. [time - scheduling issues (a practical aspect)]

Basic assumptions:

1. integration across the content areas
2. enjoyment of reading and writing <.....
3. everyone reads and writes at some level, but

Basic tenets:

1. skills involved in all language arts areas

Documents:

1. IRA (and other professional organizations that are publishing reform documents) position statement - across developmentally appropriate areas
2. Reform documents
   ex., becoming a nation of readers
   McMillan - McGraw-Hill document
3. Whole language documents
4. Research with REACH

practical application

- Book lists
  - ex., AP book lists
  - ex., SCASL Book Awards

"Mini" session - latter part of June/early August

MIDLANDS

Philosophy

Authentic Assessment

Assessment Curriculum

-Portfolios - student work collected, neverending
-Debates - integrated skills
-Open Process

Communication skills - R, W, L, S, V (graphics, etc.)
Moving ahead with the "new" while the "old" is in place (transitioning)
Assessment of literacy in young children

Tactics/strategies for facilitating transition

School structure, flexible scheduling, etc. should align with our view of Language Arts

Assisting content area specs in viewing themselves as teachers of literacy

If what we (as LA instructors) see LA as integrated across content, what is our unique role? How do we support each other?

LA is a process

Needs to be a continuum. Tie-in's between
elementary middle secondary

Cannot segment LA

Connect with technology ($$$)

PEE DEE

I. Critical Issues

1. Interdisciplinary integration
2. Integration of language arts strands
3. Moving toward "whole language"

COASTAL/LOW COUNTRY

I. Critical Issues

1. Grammar (How much?) (When, how often, make interesting, etc.)

2. Changing gender - attitudes

3. Shift emphasis to 21st century communication skills (ex., listening, speaking, interpretation of visual presentations, technology)

4. Emphasis on good communication skills across the curriculum (students and colleagues) and teacher education programs

5. We write to read so that we may read to write.

ACTION PLAN FOR THE LANGUAGE ARTS DELEGATES
OF THE CURRICULUM CONGRESS

STEP 1

THE DELEGATES WILL BE DIVIDED INTO FOUR GROUPS BY THE FOLLOWING REGIONS:

UPSTATE

MIDLANDS

PEE DEE

COASTAL/LOW COUNTRY

EACH REGIONAL GROUP WILL FORMULATE A LANGUAGE ARTS CURRICULUM VISION BASED ON THAT GEOGRAPHIC AREA'S SPECIFIC NEEDS AND GOALS.

SUPPORT MATERIALS:

LANGUAGE ARTS EXCELLENCE TEAM'S REPORT

A LIST OF TASKS TO GUIDE THE CURRICULUM DEFINING PROCESS

A LIST OF THE FOUR OBJECTIVES TO BE ADDRESSED BY THE LANGUAGE ARTS FRAMEWORK WRITING TEAM

STEP 2

LEADERSHIP TEAMS FROM THE FOUR REGIONS WILL COMPILE THE FOUR REGIONAL VISIONS INTO A STATEWIDE LANGUAGE ARTS CURRICULUM VISION.

LANGUAGE ARTS CURRICULUM CONGRESS DELEGATES WILL REVIEW AND REVISE THE PROPOSED STATEWIDE LANGUAGE ARTS CURRICULUM VISION.

THE FINAL LANGUAGE ARTS CURRICULUM VISION WILL BE SHARED WITH THE FRAMEWORK WRITING TEAM.

STEP 3

CONTINUOUS SHARING AND DIALOGUE BETWEEN THE WRITING TEAM AND THE CURRICULUM CONGRESS DELEGATES

GUIDELINES FOR DISCUSSION

LANGUAGE ARTS SMALL GROUP SESSION
SOUTH CAROLINA CURRICULUM CONGRESS
MARCH 21, 1992 MEETING

I. Language Arts Discipline Philosophy

A. What are the critical issues of Language Arts?

B. What are the basic assumptions of Language Arts?

C. What are the basic tenets of Language Arts?

D. What documents constitute the essential body of writings related to Language Arts?

II. Language Arts Discipline Knowledge and Practice

A. What is the best overall curriculum in Language Arts?

B. Ideally, what should students in grades 4, 8, and 12 know and be able to do in Language Arts?

C. What are the best ways for Language Arts to be taught and learned?

D. What are the best teaching and learning materials in Language Arts?

E. What are the different ways to effectively assess student learning in Language Arts?

III. Language Arts Educators

A. What are the best ways to prepare present and future Language Arts teachers?

B. What are the best ways to support present and future Language Arts teachers?

LANGUAGE ARTS REGIONS

UPSTATE	MIDLANDS	PEE DEE	COASTAL/LOW COUNTRY
OCONEE	YORK	CHESTERFIELD	BERKELEY
PICKENS	CHESTER	MARLBORO	CHARLESTON
GREENVILLE	LANCASTER	DILLON	DORCHESTER
SPARTANBURG	FAIRFIELD	WILLIAMSBURG	COLLETON
CHEROKEE	KERSHAW	MARION	HAMPTON
UNION	RICHLAND	CLARENDON	JASPER
NEWBERRY	LEXINGTON	SUMTER	BEAUFORT
LAURENS	CALHOUN	LEE	HORRY
GREENWOOD	ORANGEBURG	DARLINGTON	GEORGETOWN
MCCORMICK	BAMBERG	FLORENCE	
ABBEVILLE	BARNWELL		
ANDERSON	ALLENDALE		
EDGEFIELD	AIKEN		
SALUDA			

WHAT RESEARCH REVEALS ABOUT READING

Reading Comprehension

- Reading is an active process of constructing meaning. It is an act of communication that depends on the knowledge and skills of the reader as well as the knowledge and skills of the author. (Becoming a Nation of Readers 1985; Harste 1989)

Implication: *Students should be given opportunities to form their own opinions and interpretations about what they read and share how they came to those opinions and interpretations. They should engage in activities that actively involve them in thinking about texts and relating texts to personal experience and knowledge.*

Good Readers Versus Less Able Readers

- Good readers read for meaning, monitor their understanding while they read, relate what they read to their prior knowledge, and are critical rather than accepting of what they read. (Harste 1989)

- Less able readers direct most attention to sounding out words, do not adequately monitor their own understanding, and do not look for relationships between what they are reading and what they already know. (Perfetti & Lesgold 1977; Grabe & Mann 1984; Bransford et al. 1982)

Implication: *To become more like proficient readers, less able readers need help in becoming more fluent in their reading so that they can devote more mental energy to constructing meaning. Pre- and post-reading activities should focus on relating texts to prior knowledge and identifying comprehension problems and solutions.*

Learning to Read

- Reading aloud is the single most important activity for building the knowledge needed for success in reading. (Anderson et al. 1985)

- Literacy is not just a cognitive skill; it is a complex activity with social, linguistic, and psychological dimensions. (Teale & Sulzby 1989)

- Children learning to read need to know about the broader purposes of printed language as well as phonics. (Clay 1972; Goodman & Goodman 1979; Harste, Burke, & Woodward 1982)

Implication: *Young children learning to read should engage in experiences that involve real communication to inform, entertain, direct, etc. Some of these experiences should be planned for and teacher-led, and others should arise from the students' daily attempts to communicate as they work and play together. Children should also hear good literature read aloud every day. By the end of the second grade, children need to have internalized phonics to the extent that further phonics instruction is not necessary.*

Prepared by: Charleston County: A Community of Readers' Task Force

Instruction for Reading

- "Almost anything teachers do beyond a basal reading program significantly improves reading comprehension." (Harste 1989)

- Summarizing, student-generated questions, analyzing text structure, activating prior knowledge, and monitoring (self-awareness and self-regulation training) have all been shown to lead to gains in reading comprehension. (Fitzgerald 1990)

- Direct instruction produces greater gains in reading achievement than approaches using only less direct means. (Duffy 1981)

- Reading comprehension improves when students write often and regularly. (Fleming 1982; Tierney & Leys 1986)

Implication: *Both in the types of texts used and in the activities used with those texts, teachers should go beyond the basal in providing intensive instruction and practice with activities and strategies shown to be effective in promoting comprehension. These activities and strategies should be centered around real reading, real writing, and real discussion, as opposed to immersion in worksheets.*

Independent Reading

- The amount of out-of-school reading consistently relates to gains in reading achievement and vocabulary development, but students spend less than 1% of their free time reading from books and 33% of their free time watching television. (Greany 1980; Heyns 1978; Wahlberg & Tsai 1984; Nagy & Anderson 1985)

- Students in successful independent reading programs have ready access to books in the classroom and in school libraries. (Heintz & Hodes 1981; Libraries & the Learning Society 1984)

Implication: *A successful reading program must include an independent reading component within the school and a component that motivates students to read outside of school. Homework assignments should include students reading independently for enjoyment for at least 15-20 minutes a day. Funding for library resources to support independent reading needs to be a top priority for schools and school districts. Every classroom should have a library with books that appeal to students' interests.*

Home Factors Related to Reading

- The best predictor of reading achievement is whether and how much a child has been read to prior to coming to school. (Wells 1986)

- Children must practice literacy skills beyond the school day to become confident and automatic with their literacy. (Clark 1989)

- Television viewing over ten hours per week is negatively related to reading achievement. (Williams et al. 1982)

Implication: *Schools must have parenting programs in place which help parents see the importance of their roles as their children's first teachers. These programs should provide practical help for fulfilling these roles. It is especially important that parents read to their children and limit their television viewing.*

SOUTH CAROLINA CURRICULUM CONGRESS
SPRING MEETING
SATURDAY, MARCH 21, 1992
BROOKLAND-CAYCE HIGH SCHOOL, LIBRARY
SCIENCE SMALL GROUP SESSION
MINUTES

The meeting was opened by Dr. DeWitt Stone, Clemson University, followed by a few opening remarks. He pointed out that copies of the current newsletter for $(SC)^2$, "The Matter of Facts," had been placed on the table along with and Guidelines for Discussion, which would be used as the format for small group sessions.

Dr. Eddie Griffin, Lander College, presented an overview of the National Perspective in science education. In a pragmatic manner, he outlined the major thrusts proposed in Project 2061, Science for All Americans (SFAA), developed by the American Association for the Advancement of Science; National Science Teachers' Association, Scope, Sequence & Coordination; and the development of National Standards in Science, the most recent movement initiated by the National Council on Education Standards and Testing cochaired by Governor Carroll A. Campbell. Following the presentation of each of the three major national initiatives, Curriculum Congress members were asked to make comments.

Following the discussion, Dr. Stone asked the question, "Are we ready to develop science curriculum frameworks?" In the discussion that followed, it was pointed out that the science education community in South Carolina had demonstrated its capabilities in the development of the state science objectives and more recently in the $(SC)^2$ position paper. Now with an understanding of the most recent national trends in science education proposed in Project 2061 and Science Frameworks for California Public Schools, the consensus of the group was that we were ready. Furthermore the group indicated that we needed to move forward quickly with the development of the science curriculum frameworks.

Following this discussion, Dennis Bartels explained the steps in the curriculum framework development. He outlined the process of selecting writing teams using the one-sixth rule. He indicated that in the next month, he would be soliciting recommendations from professional organizations for writing team members.

Dr. Carolyn Randolph divided the Science Curriculum Congress members into three groups with the task of answering the questions outlined in the Guidelines for Discussion. The categories were assigned as follows: Group I, Science Discipline Philosophy; Group II, Science

Discipline Knowledge and Practice; and Group III, Science Education. Each group was given the charge of responding to a set of questions. A moderator and recorder were designated for each group.

GROUP I - SCIENCE DISCIPLINE PHILOSOPHY
Terry Cornett, Recorder

A. What are the critical issues of Science education?

Response:

- The science curriculum should be fully integrated in such a manner that there is a balance of both content and process skills.
- The essential questions of science must be addressed and then developed into a "core."
- Assessment procedures need to be developed to effectively measure curriculum and instruction.
- Teacher preparation and professional development activities need to be developed that will meet the needs of science educators and science education.
- Content cannot be taught in isolation.
- Teacher certification and recertification must be revamped.

B. What are the basic assumptions of Science education?

Response:

- Science is interdisciplinary and is a way of thinking.
- Everyone can do science.
- Science should be fun and exciting for all students.
- All students should develop a positive attitude toward science.
- Science is in a continuous process of developing.
- Applications of science concepts should reflect real life situations.

C. What are the basic tenants of Science education?

Response:

- Science is a way of systematically observing and making sense of our world.
- Science is constantly changing. It is not dogmatic.
- The use of the scientific method is important and can be used in all academic disciplines.
- Students should be able to locate information as apposed to memorizing facts.
- Communication between science professionals and educators is critical.
- Technology must be taught throughout all science lessons.

D. What documents constitute the essential body of writings related to Science education?

Response:

- Project 2061, Science for all Americans
- "Science Matters," $(SC)^2$ position paper
- "Excellence Report," Task Force Committee
- "Science & Children," "Science Scope," "Science Teacher," and "NSTA Reports"
- Mathematical Enumerancy
- Fulfilling the Promise: Biology Education in the Nations Schools
- Science Frameworks for California Public Schools
- ChemCom, FOSS, GEMS, AIMES

GROUP II - SCIENCE DISCIPLINE KNOWLEDGE AND PRACTICE
Linda Sinclair, Recorder

A. What is the best overall curriculum in Science?

Response:

- Multi- and interdisciplinary,
- Response,
- Hands-on,
- Spiral curriculum,
- Curriculum should be broad based so that it can be adapted to heterogeneous groups, who use cooperative learning techniques,
- Must be cognizant of conceptual changes in the child,
- Balance between content and process,
- Problems based on real world problems, and
- Full outline of content.

B. Ideally, what should students in grades 4, 8, and 12 know and be able to do in the Sciences?

Response:

- Time frame did not allow for this question to be answered. Curriculum committees must develop, what students should know and be able to do in each of the science disciplines. Efforts should be focused on different levels of the same topics in such a way that students will become excited about learning.

- Consideration should be made for teacher flexibility, core material development, use of problem solving techniques, and experiences using the scientific method.

C. What are the best ways for the Sciences to be taught and learned?

Response:

- Hand-on activities,
- Inquiry,
- Textbooks used as a source of information,
- Teacher as "A guide by the side, and not a sage on the state."

D. What are the best teaching and learning materials in the Sciences?

Response:

- Best teaching and learning materials must be compatible with what we want them to learn.

E. What are the different ways to effectively assess student learning in the Sciences?

Response:

- Verbal,
- Written,
- Hands-on,
- Portfolio,
- System for assessing progress from beginning of the year to the end of the year (pre and post assessment), and
- Need for standardized performance based assessment on different grade levels.

GROUP III. - SCIENCE EDUCATORS
Dr. DeWitt Stone, Recorder

A. What are the best ways to prepare present and future Science teachers?

Assumptions:

- Elementary teachers aren't comfortable with teaching science.

- There needs to be an interdisciplinary approach to middle school level.

Response:

- Change preservice education to include:
  more science,
  more field experiences (variety of schools), and
  more hands-on/minds-on approach to teaching science.

- Change Commission on Higher Education's formula to support small hands-on/minds-on laboratory instruction.

A. What are the best ways to prepare present and future Science teachers?

Response:

- Initiate coop
- Initiate cooperation between agencies via regional centers.
- Change inservice to be meaningful.
- Require all science teachers to have personal professional development plans related to their teaching assignment.

After the groups reported, a few concerns, which had not been mentioned, were voiced. The number of students in science classes was a concern especially compared to the size of the classrooms. The lack of adequate science laboratory facilities was also identified. In addition, the number of preparations each science teacher was expected to teach compared to the available time provided for laboratory preparations was a concern. Furthermore, the importance of determining what is essential and what is important to teach needs to be outlined. "Less is more" is considered to be buzz words which reflects one of the major tenants outlined in Project 2061.

The members of the Science Curriculum Congress felt like there was a need to meet by the end of May or the first of June. The meeting was adjourned to the auditorium so that Curriculum Congress Committee reports from each discipline could be made by the science facilitators.

Respectfully submitted,

Peggy W. Cain

Peggy W. Cain, Ph.D.
Education Design

CC_Mar21/d106

SOUTH CAROLINA CURRICULUM CONGRESS
SPRING MEETING
MARCH 21, 1992

HEALTH/PHYSICAL EDUCATION SESSION

FACILITATORS AND RECORDERS: Genice Thompson

VISION

-Areas Overlap slightly
-Vision statement to include both - still having difficulty
-lifetime skills/walking fitness activities

Many questions/concerns -

DISCIPLINE PHILOSOPHY

Critical Issues

*cooperatively getting along
*violence - mental/emotional health
*communication
*application/assertiveness training

framework of achievement in health

issues - behavioral skills in health

Health Status *smoking
*obesity
*not sexual active
*physically active

*deal with risk behaviors
*Healthy 2000 - specific objectives - health related tests

-change of interest/knowledge in physical education to health related
-"skills/life - behavior skills
-participators/not spectators
-judgements of risk/assess source of information
-intramurals - buses - transportation- recreation [day care]
-access to lifestyle/health areas
-use of communities/businesses
-importance of health, needed competent professionals
-reproductive health/training? role model?

Health & PE Teachers

1. Prep for both - packaged
2. Advisor/advisee - (homeroom) - middle school movement
3. Resources/for health - come from framework - criteria
4. Special problems of kids/drug dependence
5. Resp. to home -

Basic assumptions:

SHEC - Kolbe, CSHE
SHES - critical for School
- specific curriculum packages
- administrative support
- adequate instructional time - length
- sequential years

1. Behavior can be changed

   Early intervention
   prevention

2. Attitudes and knowledge

3. School is critical to development but must be reinforced by homes and communities

Basic assumptions

**Health of rest of society (adults) is outgrowth of school health program

++Role models influence health behavior.

NASPE - Alliance

Outcomes

(K - 2) (3 - 4)

Healthy People 2000

--Minnesota

1) dm/ass.

2) social action

-Health information changes daily - learning packets resources/pamphlets/persons health coordinators

-Models of community action to help kinds in changing behaviors

-Health coordinators and P.E. coordinators to integrate tenets to identify resources

-Health is very relevant

-skills building

VISION: Cyclop

More people and date

Committee:

1) Want to meet on a full day - school day?
2) Refine
3) Need other Congress members? knowledgeable

SOUTH CAROLINA CURRICULUM CONGRESS
SPRING MEETING
MARCH 21, 1992

MATHEMATICS SESSION

FACILITATORS AND RECORDERS: Lane Peeler

1. "Testing is always in back of teachers minds."
"Children should not take more than one test/year."

Skeptical about use of tests - are uses legitimate?
Negative impact of too much assessment (college person).
Go slowly on too much assessment
Look up resources to meet objectives

Eloise: Portfolios - national trend
How will teachers accept this ides of maintaining portfolios?
What should be in it?

"I don't want more records to keep. I want to teach."

"I keep a folder on each lesson I teach."

I use Math log - how they do the problem.

Need a variety of assessment devices.
Portfolios help to see trends. Teaching training needed.
Teachers and students together choose some things to go in portfolios.
Most teachers don't understand what a portfolio is and how to do it.

Wm. Good: Portfolio - needs experiments, projects, long-range assignments.
Calculators - can't use on test. Need to integrate

State testing - Exit exam - needs to be kept. Need to revamp it. Now - look at just the answer
Need non-multiple choice test.

Validity and reliability issues arise.

Wm. Good: BSAP exam should have itmes like AP exam - open ended

Calculators on exit exam? Should be able to use. Total agreement.

Access to calculators - they would have to be made available

Combination - multiple choice and some free-response items.
Revise exit exams and allow calculators.

11th grad STAN - non-motivating

2. School grade grouping varies from curriculum groupings sometimes. Where should breaks be?

   K-3 - instrument may be different
   K-4 - may be too big a group

   K-3
   3-6
   6-9
   9-12 — Ss learn at different paces. Overlapping allows for this. Causes greater continuity of curriculum.

National Test

How do we find out how our Ss compare with other parts of the country?

3. Ss must know facts.
   Should they learn rotely or over time through usage?
   New math - a failure for many; Similarity - must understand math. Blend needed
   1992 Yearbook - use calculators to enhance comp. skills.
   Some cannot memorize "X" table.
   Some Ss can to isolated skills but don't know when to multiply. Same way with alpha and manip. of symbols. Can Ss work problems in context? Many cannot

4. Calculators - should be incorporated into instruction.

   "We use O/H calculators."
   Should be integral part of the curriculum.

5. Writing in math

   Ss can write word problems. Some Ss (5th) write problems for earlier grade Ss.
   Writing should be incorporate.
   Ss should write a coherent sentence about a problem they have worked on and completed.
   Connection between math and other areas

   Keep journals - how to solve problems

6. Assessment

Realistic - "we have to have grades. Parents mandate that we do. "I am a parent. I don't want a sudden change either."
Colleges require grades - transcripts
Staff development would be needed before changing.
Administrators not ready for that much change.
What does a 93 mean? Society accepts this scheme
We need to work toward some change.

Assessment purposes

1) grades
2) progress of Ss

BUG club - Bring Up Grades

Where is child in the core curriculum? better than a grade

Kinds of assessment

1) Observations
2) Portfolio
3) Mastery of technology at each grade level
4) Group assessment

Place for multiple choice? Must be well-designed questions. Not all knowledge-level questions.

Computers - should also be used as well as calculators.
Spreadsheets

7. Grouping

Many factors or circumstances to consider
Core curriculum
Class sizes affects choices
Variety of assessment devices to meet different Ss books
No easy solution, but society is heterogeneous
Need to avoid asking a teacher to teach two separate groups of wide ranges in the same classroom
Grouping makes it easier on the teacher.

How do we expect elementary teachers to know all subjects well?
"Mothering" needed at lower grades.
Second group teachers - we (homogenous) group for R & M - switch teachers (Spartanburg #1)
(5th grade) 1 homogenous and 4 heterogenous (broken into groups - a point system used, advantages) grouped classes

8. Obstacles to Framework

Training
Developing by teachers increases pallatability and acceptance
Should be broad - not specific like a T & T
Integrated Math at high school - pedagogically - good but I don't think people will warm up to it. Colleges look for separate courses.

9. Meet next time Curriculum Congress meets.

SOUTH CAROLINA CURRICULUM CONGRESS
SPRING MEETING
MARCH 21, 1992

HISTORY/SOCIAL STUDIES SESSION

FACILITATORS AND RECORDERS:

I. A. B. C.

Sensitivity to international issues
understanding human condition
competent citizen
respect for the past
linkage - drawing on past experience
citizenship cornerstone
structure curriculum on resources/events
personalization of curriculum
create participation/responsible citizen - this is not defining good citizen
using constitution as document based experience for basis of social studies
acceptance of humanity - caring

D. Documents - Constitution, Declaration of Independence

**Critical Issue: Let only certified social studies teachers teach social studies

Questionnaires to business/nonprofit/etc. - What do you want in a graduate?

Critical Issue: Tracking - perhaps tracking is methodology not discrete issue of Social Studies

Use guidelines for discussions to think about and ask others. Come back together again May 16, 1992 Commission on Higher Education, 1333 Main Street Suite 300, 10 a.m. to 1 p.m.

Send question/responses to Dr. Boyd, May 2.

SOUTH CAROLINA CURRICULUM CONGRESS
SPRING MEETING

MARCH 21, 1992

VISUAL ARTS SESSION

FACILITATOR AND RECORDER: Wanda Floyd, Julie Gasda, Jan Wells
Lee Magdanz, Ann Booth

1. Clarify Dbae - through staff

2. Frameworks drive needs for personnel

Time	Facilities
Schedule	We as a discipline are not allocated - esp. with elementary given time to

3. Review models of ABC/TARGET for suggested curriculum design

4. Unite curriculum that causes cross curriculum collaboration

5. Include resources and models in framework

6. Assessment -

   a. District needs to set standards
   b. Look at/communicate with nation (education) assessment
   c. Assess all four components

SOUTH CAROLINA CURRICULUM CONGRESS
SPRING MEETING

MARCH 21, 1992

VISUAL ARTS SESSION

MUSIC

Need to clarify dbae

-will come through staff development
-framework as exist

-percussion
-keyboard
-jazz
others - special populations

State doc. is designed to be macro - a guideline to hang a local curriculum

Need to allow framework to drive the needs of personnel, time, facilities, etc.

Look at work done by ABC model sites and Target 2000 sites for all arts

Concerns

GT- for Arts Programs

Academic GT- Not able to schedule Arts

Voc. Ed pull out

Frameworks must recognize differentiated curric.

Tight-time line for development

Need list of Resources and Models as part of Framework

Subject (Music) should be recognize as Legit-Credit

Deserves a place along side all others in curriculum

general music can not be done 40 min. a week

Music curriculum must be "broken down" to fit local needs

There's a statewide misunderstanding that Curriculum Congress plans to rewrite work done.

*Multi culture
*special population
*Doc. can be perfect-must have personnel, facilities, equipment, time, schedule, to make it work.
*Write curriculum that causes cross curriculum collaboration with subjects 1st have music as a discipline

Needs

Mystify the Arts
What use for?

Assessment plans must be able to assess all 4 parts not just performance.
*qual-
*quant-

Elementary Specialist cannot grade 800 papers
*skills
*attitude
*knowledge

Curriculum must reflect N.A.E.P. qualifiers
*Each District needs to set assessment standards

get input on assessment from statewide conference 6/15-16/92

Arts have resisted assessment

Assessment

*district level sets
*be aware of NAEP
*assess all 4 (dbae) components
*many ways to assess
*instructional time impacts assessment
*unit "Fine Arts"

Plenary Session Commonalities

*Curriculum Plan/Program
   emerging techology-more directly addressed
   critical thinking-more directly addressed
   spiral development of skills
   what to teach NOT how to teach
*implementation of framework problem
*standards-time, space, schedule, facilities, staffing
*clarify DBAE
*models, resources for implementation of curriculum (Target 2000, ABC) *cross curriculum
*funding

Social Pop meaning educational diversity prior "cultural" experiences

development of a single curriculum problematic for G/T screening process

sequential curriculum-for special education sometimes problematic

small group learning

IEP gifted and special education

not a repetition of "reg" curriculum at GT

training for teachers how to

SOUTH CAROLINA CURRICULUM CONGRESS
SPRING MEETING

MARCH 21, 1992

VISUAL ARTS SESSION
MULTICULTURAL/MULTIETHNIC CONCERNS

FACILITATOR AND RECORDER: Wanda Floyd, Julie Gasda, Jan Wells Lee Magdanz, Ann Booth

Problems

1) influx of Latin people in Florence area (permanent residents), want to introduce Spanish, Mexian art. Need resources available to check out or buy

2) Aiken County hopes to have materials at District Office. Augusta Arts-in-the-heart features different tehnic groups, this influences surrounding areas

3) We have weak backgrounds in this area. Teacher education needs to address, introduce artists from various cultures. We are retraining ourselves.

4) Maps in art classrooms necessary. Timelines are helpful Don't judge work by western standards. "See" through the eyes of the culture.

5) Show commonalities as well as diversities.

6) We are concerend that the State Visual Arts Department might be dropped.

7) Network with entire school, coordinate multicultural arts program with entire school curriculi - cooperative planning

Successful experiences

1) Community speakers (parents, dancers)
2) Cafeteria cooperates by serving a dish from culture being studied.
3) Peace Corps "world wise schools program" provides per pals
4) Museum resources have helped supplement classroom materials.
5) Teachers developing units that are specific to cultural backgrounds of regions (such as salt grass basketry in low country) makes units more meaningful. Include folkart/S.C. Art
6) Teaching limited vocabulary exposes students to a few basic words. High school langauge classes volunteer in classrooms. Parent volunteers ca also provide help.

What we feel students should know:

1) Art themes are similar in all cultures
*2) The American culture is influenced by many other cultures
3) Basic appreciation of music, environment, and dance specific to that culture or cultural area

*How modern American Artists are influenced by their cultural heritage

SOUTH CAROLINA CURRICULUM CONGRESS
SPRING MEETING

MARCH 21, 1992

VISUAL ARTS SESSION
SPECIAL NEEDS/GIFTED AND TALENTED

FACILITATOR AND RECORDER: Bonnie Rushlow

Spent majority of time discussing logistics: of the three districts represented, three totally different diliery methods:

summer program
elementary pull-out
high school-scheduled class in regular day

Problems:

Gifted/Talented

1. statewide - great difference in vehicle for serving gifted students - not necessarily bad to be so diverse, but need criteria (too piece-mill)
2. problems with screening/ identification - TRULY GIFTED
3. need to look at legislation - guidelines may be too loose (some districts are not using $ for kids!)

Special Education

1. problems with mainstreaming and pull-outs (almost impossible for some students to work in regular art classroom - mentally disabled in sequential program) - also, some kids are not getting art at all.

As to curriculum - there should be differentiated instruction at both ends of the spectrum. Both groups need:

1) small group instruction
2) individualized instruction
3) comprehensive, sequential (dbae) curriculum that is different from curriculum of regular art classroom.

Suggestions

Gifted: Independent Study (technology)
(computer graphics)

Research skills
Greater variety - media
Career Education
More emphasis - developing higher level thinking skills
Elementary level - interdisciplinary
(interrelationship of various arts, vocabulary, i.e., rhythm)

Both groups: (Special Education and Gifted/Talented):

-Visiting artists who understand special needs of students
-field trips to meet needs of students (different experiences than get in regular art classes)
*-appropriate training for teachers at both levels
-appropriate materials and experiences

Bottom line - funding so that children at every level can receive the best art education possible. "Differentiation" should be based on individual needs of all children!

P A L M E T T O

Vol. 6, No. 2 South Carolina Association of School Administrators Winter 1992

SCHOOL GOVERNANCE

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THE LIGHTHOUSE, THE VILLAGE, AND THE *REACH* PROJECT

I have heard that a lighthouse is being built close to a small village near Santo Domingo to commemorate the 500th anniversary of Columbus's first voyage to the Americas. Many poor residents of the area have been displaced by the construction of the lighthouse, and the light draws so much energy the whole village blacks out during periods of testing.

Still, the lighthouse is a fitting symbol for an encounter that changed forever our conception of who we are and how we see the world. It represents hope for expanded vision and safe-passage in the darkness that surrounds us - and a reminder of the dangers that have doomed so many in the past.

In education, it is easy to become overly cautious, myopic, or forgetful. As a consequence, lighthouses dot the landscape to illumnate nearly every step we take. Sometimes, we don't even see for all the light.

by Jack Blodgett

In 1987, the conceivers of the Rural Education Alliance for Collaborative Humanities (REACH) imagined that many teachers and administrators in South Carolina would rather see by fewer lights that reflect more judiciously and aesthetically the rich patterns and textures of the human story that lies at the heart of a school's curriculum.

Here is the project's brief history. As Director of the Program in Writing at the Breadloaf School of English in Vermont, Dixie Goswami, professor of English at Clemson University, had successfully worked with rural teachers throughout the country to improve their teaching of writing. Inspired by her efforts and the piloting work of the South Carolina Rural Writing Network, a multi-institutional planning committee was formed in 1986. The purpose of this committee was to design a statewide, school/college collaborative for strengthening the teaching and learning of the humanities in rural schools and for improving access to higher education.

It is the teachers who have brought REACH into the statewide effort to improve South Carolina education.

Support for the design was envisioned to come from three main sources:

1. A teacher's experience, knowledge, imagination, and interactions with students and other teachers,
2. Postsecondary discipline and education faculty, cultural organizations, the commnity, and
3. Computer-based communications among all the above individuals.

Particularly active on this planning committee were representatives from Clemson, Benedict, Winthrop, South Carolina State, Lander, Coastal Carolina, the South Carolina Humanities Council, the Commission of Higher Education, and the Governor's Office.

With a subsequent grant from the Rockefeller Foundation, REACH was created, with the South Carolina Humanities Council serving as official sponsor and fiscal agency. The administrative headquarters of REACH was established in the English Department at Clemson University.

In the fall of 1987, REACH began enhancing the access of rural schools to the quality and quantity of resources necessary for educational equity. From the beginning, our principal method of operation has been to provide small grants and consultative support to teams or committees of teachers around the state who design and implement a curriculum innovation in their schools.

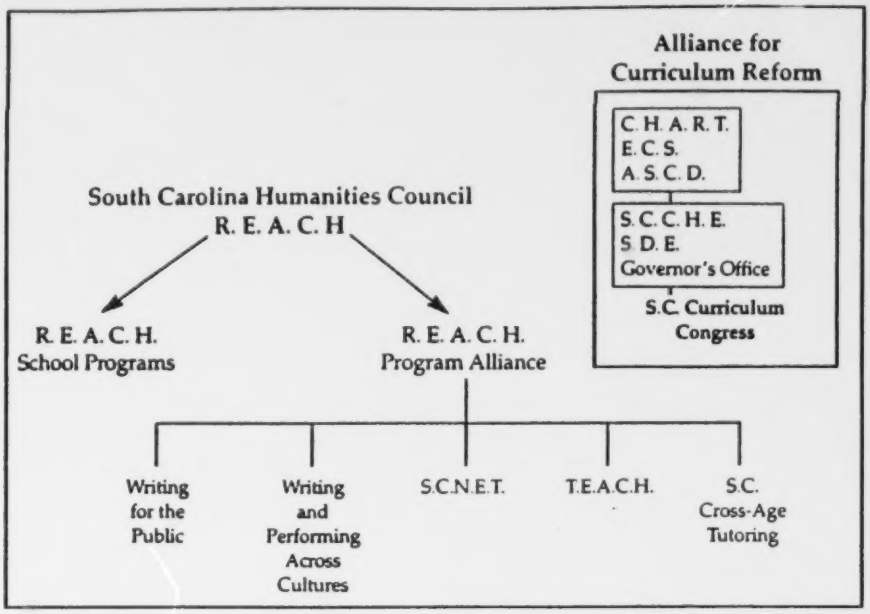
These REACH school projects have ranged from local history efforts that develop materials to include in the school's curriculum to interdisciplinary collaborations that address a year-long theme. We began with 11 schools, following a statewide request for proposals.

Since 1987, many additional schools have expressed interest in joining the project network. Feeling both that we needed to extend REACH opportunities to more schools and that the project's goals were fundamental and should apply across a broad range of schools in

the state, the project has become more representative of the state as a whole while keeping a rural emphasis.

During the 1991-92 school year, 30 schools are involved in the REACH School Programs component of the overall project, while a growing number of other schools are involved in activities in the REACH Program Alliance. The Alliance is made up of programs that have sprung from efforts to raise additional funding support for a dimension of the original project or have joined in formal collaboration with REACH in order to extend the scope and depth of the initiative.

Other programs in the Alliance are:



South Carolina Network for Educational Telecomputing, a rapidly growing collaboration which has been working since 1987 toward an open, transparent, economical state computer network that provides teachers, students, scholars, and others across South Carolina with greater access to knowledge through idea and information exchanges, computer conferencing, and databases that can be explored and built upon online. (See November, 1991, issue of **Palmetto Administrator** for more details on the SCNET.)

TEACH, South Carolina's Cultural Memory, a three-year summer institute series in which the cultures of South Carolina are the focus of intensive staff development for teachers. The program will be held successively at the University of South Carolina, Clemson, and South Carolina State College and will concern South Carolina history (1991) Southern letters (1992), and the Afro-American experience (1993). The entire series is being coordinated by the Institute for Southern Studies at USC with support from the National Endowment for the Humanities.

Johnny Poston shares an object of value during the first Project REACH calendar activity. His written description appears in the calendar.

South Carolina Cross-Age Tutoring, a program in which students learn by having to teach, resulting in improved literacy, a rise in self-esteem, development of a sense of responsibility, a shared sense of community, and an awareness of academic opportunities. With support from the Bingham Charity for Trust funding to Clemson University, this program operates in approximately 10 schools around the state and is implemented with the active support of South Carolina State College.

Writing and Performing Across Cultures, a program which uses improvisation and drama-based activities to motivate students and to strengthen their writing.

Writing for the Public, a program which involves students in collecting, analyzing, and re-writing public documents, giving students a chance to see first-hand what it means to write clearly and to understand the consequences of ineffective writing. This program and the one above are supported by the Bingham Charity for Trust funding to Clemson University and involve school sites in South Carolina and several in other states.

The REACH guidelines have always emphasized rich educational experiences for all students by:

- interrelating reading and writing for meaningful purposes;
- incorporating computer communications and using online resources;
- collaborating actively in small heterogeneous groups;
- designing projects;
- inviting students to explore their own culture and that of others;
- making a real contribution, through meaningful involvement of parents and others, to the community outside school; and
- devising appropriate assessments.

We have encouraged and helped teachers work across discipline lines in the school and with cultural organizations outside of the school toward a less fragmented reconception of curriculum. We have involved discipline and education faculty from a dozen colleges and universities to collaborate with teachers in designing programs for more effective teaching and learning. We have gained the commitment of school and district

administrators to inspire and provide continuing support to these efforts in re-creating what education is all about.

Our efforts over the past four years have anticipated much of the language and a number of initiatives that have come along more recently to shed light on the meaning of educational excellence for South Carolina. This recent reorientation draws from:

- cognitive research,
- successful practices in integrated language arts programs,
- implications of the "new history,"
- re-discoveries of Dewey, Tolstoy,
- new leadership addressing issues of inclusivity, cultural diversity, equity,
- studies of education in Great Britain, Canada, Australia,
- showcased programs such as Henry Levin's Accelerated Schools or Ted Sizer's Essential Schools.

Indeed, not all of South Carolina "blacks out during periods of testing."

We have discovered in the imaginative efforts of teachers the real power of the project which, almost like the first light of a life-giving fire, our teachers want to protect at all cost. They know instinctively that the most important things in education, as in life, are also intrinsically fragile.

Though our teachers have always put forth a good faith effort to do, at least, the possible, some teachers have done the impossible, as good teachers brought REACH into the light of the state's renewed efforts to dramatically strengthen our educational system in South Carolina. ■

Jack Blodgett is executive director of REACH which is housed at Clemson University.

FOR YOUR INFO...

For further information about REACH, CHART, or for inquiries about any of the programs of the REACH Alliance, please write to REACH, Attn. Jack Blodgett, 320 Daniel Hall, Clemson University, Clemson, SC 29634-1503 (803) 656-5402

REACH is a "home-grown" effort that represents the determination of schools, teachers, postsecondary faculty, cultural organizations, and community leaders to do bold and daring things to improve education. Consequently, participation in REACH fulfilled the eligibility criteria for application to join the 12-School Project currently implemented by the State Department of Education to help lead curriculum and assessment reform in South Carolina.

Most who are involved with REACH understand that successful project implementation pushes hard against the boundaries of the status quo.

In the earlier days of the project, we had an even more difficult time arguing the need for restructuring.

We wanted to accommodate a great deal more substantive conversation and writing than could be fit conveniently into a curriculum shaped by BSAP and Stanford Achievement Tests.

Accordingly, every REACH school has found its own level of comfort in "reaching" beyond or outside the parameters of our state's assessments. The parameters we seek will enable teachers to get kids actively thinking and producing providing an alternative to fascilime basic skills test materials and worksheets.

A FURTHER REACH TO NATIONAL CONNECTIONS

REACH is a member of the national Collaboratives for Humanities and Arts Teaching (CHART). This is a network of 11 urban and three rural projects supported and brought together by the Rockefeller Foundation. The purpose is to spearhead education reform through local, teacher-centered initiatives to improve the school curriculum. (See esp. "Humanities: a Thematic Curriculum," Educational Leadership, October 1991, pp. 16-19, for recent information about the Los Angeles CHART project.)

CHART, the Education Commission of the States, Association of Supervision and Curriculum Development (ASCD), and nearly all of the national discipline organizations in the country have been meeting over the past year to organize what is now called the Alliance for Curriculum Reform.

The mission of Alliance is to lead national discussions about how to design a coherent curriculum that makes sense to students and which reflects present knowledge about teaching, learning, the structure of knowledge, and the needs of the community, both local and national.

From discussions surrounding the formation of the Alliance, and from discussions focused on the needs of South Carolina as it moves into its next phase of school improvement, emerged the concept of the South Carolina Curriculum Congress (SCCC). Funding offered by CHART to REACH required state match. Funds were used to design a partnership that allowed the leadership of state government to tap more effectively into the strength of local educators and communities. This consortium was given the task to arrive at an essential new consensus about curriculum standards across the arts and sciences.

Basic Evaluation Packet

for

Transforming Stories for Many Voices

PROJECT REACH
1992-1993

Prepared

by

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December 12, 1992

THE OHIO STATE UNIVERSITY

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To: REACH Teachers

From: Jacqueline Jones Royster
Jacqueline Jones Royster
Evaluator, Transforming Stories for Many Voices Project

Date: December 16, 1992

Re: Guidance for Completing the 1992-1993 Evaluation Process

In collaboration with the REACH Evaluation and Planning Team, I have put together the enclosed evaluation packet. It is designed:

1. to clarify what I anticipate might be questions about how evaluation interfaces with what you have been doing this year.
2. to offer advice and counsel about how you can engage in evaluation activities in ways that are consonant with REACH expectations and also in ways that promise to be positive and productive for teaching and learning at your individual schools.

The idea is that evaluation, in process and product (the reports in particular), will evidence continuity across all schools in the REACH network. In other words, with a common vocabulary, consistency in the approach to evaluation, consistency in evaluation strategies, and consistency in the way that evidence gets analyzed, interpreted, and reported, REACH will have a way of talking about teaching and learning in the humanities that is highly instructive to ourselves and to others, flexible across a broad range of projects, and usable as we search in educational arenas for more effective and efficient ways to teach and to learn. At the same time, a basic desire in shaping a systematic but non-prescriptive evaluation process is that it needs, most of all, to have the capacity to feed back into curriculum development, pedagogy, and assessment at individual sites in keeping with the particular school's needs and expectations.

The REACH Evaluation and Planning Team is hopeful that we have put together a packet of materials that will accomplish both of these tasks. Please note that the packet is fairly openended and represents a place to begin in documenting what you are doing and in analyzing, interpreting, and reporting on what you think and feel about what you are doing. If you find, however, that you need further clarification on something or more guidance in thinking about how to document and tease out what you feel to be

important about your project, remember that Elspeth Stuckey is the local liaison. Give her a call, or send up a distress signal on the REACH electronic network. You might find that someone else at another site has figured out something that you might not have though of in a creative and innovative way.

At any rate, I hope that the projects are going very well. I hope that you have already been keeping track of what's happening and not happening. From now on, however, let's concentrate on making sure that at the end of the year, we have:

--a clear sense of this year's learning paths,
--specific evidence of the ways in which we have traversed those paths across REACH sites,
--reports that say clearer than ever before what we have managed through all our hard work to do, and
--specific places in those reports that demonstrate to others how we have managed and what it all means to us.

XC: REACH Evaluation and Planning Team Members

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Part One

Project Reach

PROJECT REACH:
TRANSFORMING STORIES FOR MANY VOICES
1992-1993

Measures of Success for the Project Overall

Project Reach has identified three general outcomes as focal points for 1992-1993:

1. Regular opportunities for teachers to:
   --learn more humanities content with a multicultural emphasis
   --learn more engaging pedagogy
   --learn more inclusive pedagogy

2. Regular opportunities for students to:
   --experience classroom interactions around humanities texts
   --engage in discourse around humanities texts

3. Regular opportunities for teachers to:
   --interact
   --share ideas, descriptions, and reflections about their classroom activities (related to individual projects and Reach Project goals).

Transforming Stories for Many Voices has articulated several outcomes for 1992-1993:

1. Technical support for curriculum reform projects.

2. An assessment model that supports teaching and learning in the humanities.

3. The articulation of a common purpose and a mode of operation that is consonant with exemplary practice in humanities teaching.

4. The collection and dissemination of classroom narratives that depict a fusion of effective pedagogy in humanities teaching with a multicultural emphasis.

5. Collaboration (funded by the state legislature) with the State Department of Education, Commission on Higher Education and the Governor's Office in establishing standards in language arts and history/social studies that reflect excellence in humanities teaching with an emphasis on multicultural knowledge and understanding.

BASIC OPERATIONAL TERMS

collaboration

Teachers work with each other and with other people in various configurations toward a consensus of goals and objectives: at home school and with teachers at other schools; in rural and urban schools; with students at various performance levels, from varying socio-economic backgrounds; with people and organizations within the community.

diverse cultural backgrounds

Cultural diversity is represented through the inclusion of:

--"traditional" cultures, i.e., European cultures;
--"minority" cultures, i.e., a range of cultures that are a part of the United States in addition to European cultures, particularly those well represented in the geographical area of South Carolina: African American and Native American;
--cultures from parts of the world other than Europe and the United States (e.g., India, Japan, the Middle East, Africa, South America)

humanities

This reference is to the knowledge and study of literature, history, language, philosophy, anthropology, archaeology ethics, comparative religion, the history, criticism and theory of the arts (with reference to the creative and performing arts themselves), and those aspects of the social sciences employing historical and philosophical rather than quantitative, value-free approaches.

humanities teaching

Using both disciplinary and interdisciplinary perspectives, this approach provides rich and regular experiences in reading, writing about, discussing, seeing, hearing, interpreting, and creating the humanities.

inclusive

The priority is to use a flexible range of materials and pedagogies that vary in terms of cultural perspectives, types of text, the media in which these texts are presented, etc.

international perspective

This perspective takes into account the variable experiences, conditions, and achievements of human beings around the globe.

literacy

The emphasis is on helping students to develop their abilities to:
--gain access to information;
--to process information (i.e., assemble, sort, analyze, evaluate, and make sense of it) in a variety of ways; and
--to use information in a variety of ways (e.g., in communicating with others in speech and writing, in finding and articulating various problems, in solving various problems).

multicultural perspective

This perspective is evidenced by a selection of course materials that draws from the experiences and achievements of European cultures (i.e., the Western tradition), a range of cultures within the United States (particularly those well represented in the geographical area of South Carolina--European American, African American, Native American), and cultures in places other than Europe and the United States (i.e., Non-Western traditions).

portfolio

This assessment mechanism is an assembly of evidence of the talents, abilities and performance of learners (or participants in the project) that illustrates a specified set of values, concerns, and expectations; an assembly of evidence that serves as a multidirectional mechanism for curriculum planning and evaluation, for teaching, and for learning.

role of the humanities

Project REACH centers on looking closely at the role of the humanities in education. The primary focus is on finding more and better ways to incorporate the humanities into classrooms and curricula and on extending flexibly and usefully the ways and means by which we enhance teaching and assess learning in the humanities.

responsive

The priority is to take into account a variety of cultural perspectives in selecting pedagogies, texts, other course materials, and the media in which these materials are presented.

student produced knowledge

The priority is to engage students, not just in the reproduction of knowledge (i.e., in the internalizing and giving back of existing information), but in the production of it as well (i.e., in the creation of "new" knowledge and understanding).

structured inquiry process

Using Fred Newman's definition of "disciplined inquiry," emphasis is on three features of the inquiry process:

1. using the accumulated knowledge of previous workers in the arts and humanities (their systems of thought and action, as well as the facts, vocabulary, theories, concepts, conventions, etc. of the disciplines themselves) to help students to acquire, develop, and extend their understanding of these fields.
2. going beyond mere exposure to knowledge to in-depth understanding of ideas, problems, ways of thinking, and ways of expressing thoughts, ideas, and feelings.
3. transmitting knowledge in the arts and humanities to help students to be able to use and understand what has already been produced in the arts and humanities and also to help

them to produce more knowledge in these fields. The thrust is toward assembling and interpreting information, formulating ideas, analyzing and criticizing the existing knowledge base, all of which requires the ability to organize, synthesize, and integrate information in new ways.

student-oriented

While Project REACH is a teacher-centered operation, ultimately the intent is to affect in substantive ways the learning of students. Consequently, the focus is on the growth, development, and support of teachers as agents of change so that they are better positioned to engage in the types of classroom reformations that can enhance the learning and performance of their students in the humanities.

teacher-centered

Teachers are recognized as being knowledgeable professionals in their own right and empowered to pursue their own intellectual development while contributing to the professional growth of others within an interactive learning community. Teachers are recognized as the center of classroom reform.

BASIC RESPONSIBILITIES OF EVALUATION TEAM MEMBERS
1992-1993

Executive Director of REACH

(Jack Blodgett)

As coordinator of all REACH activities, to convene meetings of the Evaluation and Planning Team; to direct their work in keeping with the needs, goals, and expectations of REACH; to provide information and resources that will facilitate the Team's work.

Director of Educational Telecomputing

(Kemble Oliver)

To provide information, guidance, advice, and technical support to the Evaluation and Planning Team related to the incorporation of technology into REACH activities.

Members from REACH Projects

(Patricia Bradley, Francis Harris, Charles Holstead, Carrie Howard, Tessi Keesee, Betty Ann Slesinger, Troy Terry, Nancy Townsend, Odessa Wilson)

To provide ongoing critical attention to problems, processes, issues, and concerns related to the planning, operation, and evaluation of REACH.

Local Liaison

(Elspeth Stuckey)

To serve as a local contact person in REACH who can offer guidance and counsel to REACH members about the clarification of project goals and objectives, the implementation of projects, and the monitoring and evaluation of project activities.

University Liaisons

(James Andreas--literature and Walter Edgar--history)

To offer advice from the point of view of their respective disciplines to REACH generally and to Evaluation Team Members in particular.

External Evaluator

(Jacqueline Jones Royster)

To suggest a basic assessment model for use by the projects across the REACH network of schools in 1992-1993; to provide an end-of-year evaluation report of the Transforming Stories for Many Voices Project.

Part Two

Individual Projects

GOALS FOR REACH PROJECTS
1992-1993

Each REACH project will:

1. Explore the potential of the humanities for engaging all types of students.

2. Extend the ways that students, regardless of ability levels or type of school site, engage in the humanities.

3. Be more inclusive of diverse cultural perspectives.

4. Be more responsive to diverse cultural perspectives.

5. Participate in a network of REACH teachers throughout South Carolina in two principal ways:

   a. participation in a REACH computer conference.
   b. participation in several project conferences and related activities.

6. Establish an interactive learning community in which students can:

   a. gain an understanding of:
      --their own cultures
        --past
        --present
      --the cultures of others
        --past
        --present

   b. enhance their abilities to:
      --use literacy skills (reading, writing, speaking, listening, problem-finding, problem-solving) in various ways, i.e., through multiple tasks that take into account multiple audiences and purposes and diverse cultures.
      --engage in a process of inquiry as demonstrated by the systematic use of thinking and learning strategies.

PEDAGOGICAL EXPECTATIONS
1992-1993

Each project will be expected to:

1. use a deliberated selection of texts, including texts drawn from:
   --traditional Western literature and scholarship
   --the literature and scholarship that has emerged from various cultures within the United States (e.g., the African American, Asian American, Mexican American, Native American traditions)
   --the literature and scholarship of cultures in addition to the Western tradition

2. use of a variety of pedagogical approaches to content, including, for example, approaches that:
   --use multimedia
   --incorporate primary research
   --incorporate community resources
   --use active learning strategies
   --are process-oriented and integrate skills
   --contextualize learning activities within the immediate school community

3. incorporate values identified by the REACH Project:
   --based in the humanities and arts
   --teacher-centered
   --locally created and carried out
   --focused on average students in both urban and rural school settings
   --structured to include a collaboration with community, teachers, and students

MEASURES OF SUCCESS FOR REACH PROJECTS
1992-1993

Each project will be expected to show evidence of the following:

Curriculum Reform

Each participating school will be able to demonstrate that they have:

1. Developed classroom activities that are:

   --humanities and arts based
   --teacher-centered
   --locally created and carried out
   --focused on average students in either urban or rural schools
   --a collaboration with community, teachers, and students

2. Developed a classroom curriculum that:
   --embraces a multicultural perspective
   --embraces an international perspective
   --uses a framework that is appropriate for the humanities and arts (identifiable by themes, main topics, concepts, projects, etc., or a combination of the above)

3. Established a formal agreement with collaborators from colleges, universities, or cultural organizations, whose purpose will be to help the teachers address the specific content-knowledge objectives of the REACH activities. The teachers will meet with the contracted collaborators at least three times during the school year.

Student Learning

Students will be able to demonstrate:

1. An understanding of:

   a. their own cultures
      --past
      --present
   b. the cultures of others
      --past

--present

2. The ability to:

   a. use literacy skills (reading, writing, speaking, listening, problem-finding, problem-solving) in various ways, i.e., through multiple tasks that take into account multiple audiences and purposes and diverse cultures.
   b. engage in a process of inquiry as demonstrated by the systematic use of thinking and learning strategies.

Part Three

Basic Assessment Model

GENERAL DESCRIPTION OF ASSESSMENT MODEL
1992-1993

General Assumptions

1. Assessment is not grading. It is taking into account goals, objectives, values, and expected outcomes as we look closely and critically at what is happening, how it is happening, why it is happening, and what these circumstances and events seem to mean. The emphasis is on making meaning of evidence, drawing conclusions, trying to make sense of observations and performance.

2. Program assessment refers to the ways and means by which we monitor and measure the extent to which we are meeting our own well-articulated values and expectations.

3. An assessment of student performance is most useful when it specifies, describes, and documents what a particular student actually knows, understands, and can do in a particular course or given a particular set of values and expectations.

4. To assess student performance adequately demands multiple measures over time and often over varieties of tasks so that these collective views of performance can be brought in a multidimensional manner into clearer focus as indications of a student's specific talents and abilities.

5. Grading, the ranking and filing of the results of assessment, seems most productive when it occurs after careful discussion and deliberation of the criteria for valuing and judging (i.e., for the ranking and filing). In other words, grading works when we have clearly articulated what exactly we are grading for which purposes and based on what system of values.

6. A basic challenge of both assessment and grading is to find ways to see where students actually are in their learning and to allow them to show in varying ways (given the range of learning styles and preferences of human beings) what they know, understand, and can do.

7. Assessment at its best embraces the notion of openendedness, that questions are often much better than answers, that the search is for possibilities, for ways to actualize and maximize learning potential.

8. Good assessment brings into balance values, context, content, process, purpose, expectations, and evidence of performance.

9. Good assessment filters itself throughout the learning process so that there are multidirectional learning possibilities that encourage the bluring of what it means to be teacher, what it means to be learner, what it means to be classroom researcher.

10. Assessment reflects the values and expectations of those doing the assessing and has much less of a direct link with the ultimate or even the immediate possibilities of those being assessed. In other words, assessment generally draws from a very narrow range of human experience. **CAUTION: Make the effort to draw from as broad a range of human experience as possible and make sure that however the range is articulated that it (i.e., the curriculum), the pedagogy chosen to implement it, and the assessment mechanisms chosen to monitor and measure it match.**

Suggestions for Gathering Evidence

1. Talk with everyone involved in the project, students included, about what the project is about and how to monitor and measure the success of it. Concentrate on identifying what you absolutely must have in hand to show and to talk about what you are doing, how, why, what's good about it, and what could be better about it.

2. Develop a plan of action with a specific team of people, including students. Specify assessment goals, particular things that you want to know about your project. Determine how your team might find these things out. Specify who is in a position to collect what evidence, when, how, why. Make an effort to think one step at a time and then try to put each step together to see what the "big picture" might say about your work.

3. Keep in mind that the emphasis is on range of your work in the project and on the quality of representative pieces, not on quantity of what you are doing or on showing every single thing. Be selective about what you are collecting and why it should be shown or talked about.

4. Operate as faithfully as you can within the time frame that the team agrees on. Pacing is very important since a basic concern is that the project be as burden-free as possible for each team member.

5. Remember that good assessment is the careful consideration of "small"/singular bits of information with the "goodness" coming ultimately from what each piece means in the company of other pieces. The task is to make each view as clear and as illustrative as it can be and, at the same time, to keep in mind what more might become visible about the program or a performance when all views are brought together.

6. Build in time for the data gathering team to stand back periodically to check in with each other about what is happening in the data gathering. One task at such times is to determine whether the data collecting is proceeding as anticipated and also to acknowledge consciously when the collecting is complete.

Suggestions for Interpreting Evidence

1. **Remember, the goal in interpreting evidence is to make sense of what the project is, how it is operating, and what it can mean to the immediate community, the REACH network, to South Carolina, to the world of education.**

2. Make a special effort to include students in vital ways, not just in the collecting of evidence, but also in the interpreting of it. In order to get as full and as clear a picture as possible, the perspectives of each set of direct participants should be included in making sense of what has happened.

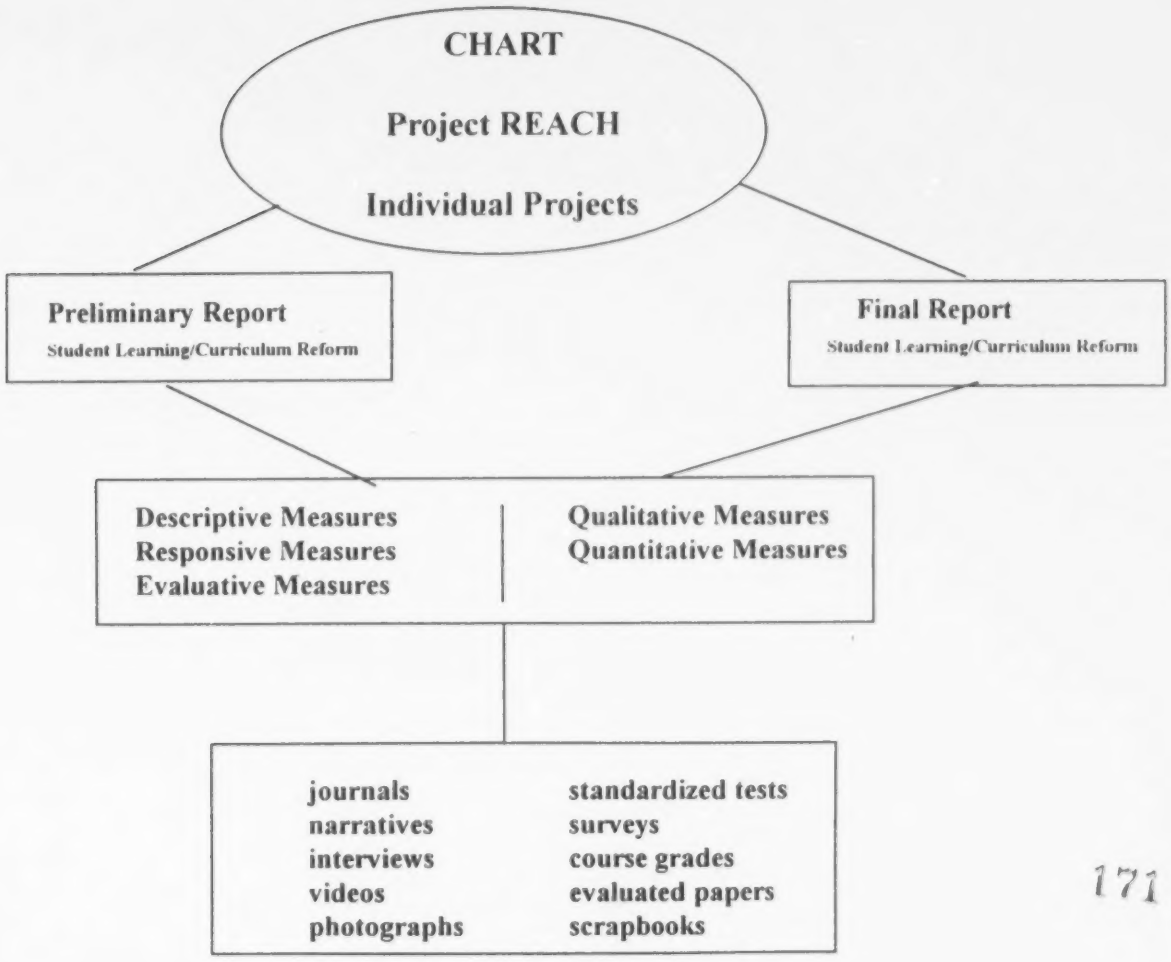
3. Consider accounts of what happened from the varying points of view (descriptive data). Consider what participants think and feel personally about what happened, what they noticed most, what that liked and didn't like, how they were personally affected etc. (responsive data). Consider the impact of activities on thinking, learning, performance, achievement, learning environment--all the ways that impact might be felt by each set of participants (evaluative data).

4. Match conclusions with sources of information.

Time Line

September 1992 - May 1993	- Implement Project
October 26, 1992	- Annual REACH Conference
January - May 1993	- Collect Evidence Refine Assessment Strategies
March 12, 1993	- Submit Preliminary Evaluation Report
March 12-13, 1993	- REACH Spring Conference
May 15, 1993	- Submit Final Evaluation Report

Graphic Representation of Basic Assessment Model 1992-1993



Part Four

Implementation Strategies

GUIDELINES FOR EVALUATION REPORTS

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Please note that "Basic Steps in Evaluating REACH Projects" is designed to help you think through the evaluation process and carry out your activities in a way that makes **documentation** of effort and achievement easier. Engaging carefully in the **evaluation process** from the beginning of the project until the end will put you in a good position to have plenty of resources from which to draw in constructing both your preliminary and your final reports.

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Preliminary Report

(DUE DATE: March 12, 1992)

The preliminary report should include:

1. a short narrative in which you:

   a. summarize what the project is designed to do
   b. explain how the project addresses or supports the specific values identified by REACH for:
      --student learning
      --curriculum reform

2. a list of the project's goals and objectives with a matching list of the **evidence** that each is being met (See "Suggested Strategies for Measuring the Impact of REACH Projects).

3. a short collection of reflections in which teachers, students, administrators, and other participants write about what they are discovering about:
   --the arts and humanities
   --students and teachers
   --teaching and learning
   --contexts for learning, etc.
   because of their participation in the project (See "Sample Guided Reflections" for examples of questions that might be useful).

(See "Basic Steps in Evaluating REACH Projects," "General Description of Assessment Model," "Pedagogical Expectations," and "Suggested Strategies for Measuring the Impact of REACH Projects.")

Final Report

(DUE DATE: May 15, 1992)

The final report should include:

1. a revised version of the preliminary report.

2. representative artifacts, documents, summary reports, and/or other mechanisms (qualitative and quantitative) that provide specific evidence of the nature of the project and the extent to which the project has had an impact on the teaching and learning of arts and humanities.

BASIC STEPS IN EVALUATING REACH PROJECTS

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Even though there are plenty of pages in this document, you may still have some confusion about how you can really get this evaluation work done. Where do you start? How can you make sure that you're doing the "right" thing? The steps below are not intended to be prescriptive or constraining. They are designed to flesh out particular tasks that we know now need to be taken care of and to order them in a way that seems to make some kind of sense, given what we know about the ways that teachers are likely to work these days.

Consider this list, therefore, to be a basic example. If you find that you need to add to the list, change an ordering, clarify a task, or modify the list in some way, send an E-Mail message to me so that we can incorporate your thinking and experiences into the evaluation packet. The assumption is that we will use our experiences this year to refine what "evaluation" in REACH means.

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1. Begin with the "big picture" of your project by articulating for yourselves what you're really trying to do at the highest level of REACH goals.

   If a REACH project is going on, then what are you **valuing** in teaching, learning, literature, history, classroom activities, etc.? What are the basic **beliefs** or **assumptions** about learning? What really **counts** in what you're doing as the REACH part? Why? How?

   Your answers at this step address directly the role of the humanities in teaching, learning, and curriculum reform as defined by REACH (See "Basic Operational Terms" for clarification). This step should remind you that the evaluation process really begins with the first thing that you must do in order to carry out the project, i.e., in acknowledging overtly what should be going one here. Once you know what should be going on, then you can find ways to measure whether it is or not and what it means.

   This step is the <u>thought</u> and <u>theory</u> step and establishes the <u>base</u> of your project.

2. Choose and describe the texts (print, visual, performance, etc.) around which you are going to organize your REACH classes.

   Pay particular attention here to making sure that the **content** of the course (the texts used) can be categorized as **humanities** content.

   Remember that this section is tied directly to the themes, subjects, books, and other materials around which you shaped your plans in your REACH application. It is important to specify in the evaluation report, as well as in the application, the humanities materials that you are central to your work. In effect, you are identifying the materials that constitute the **evidence** of your operating in keeping with the basic values of REACH: humanities content; materials that are both inclusive and responsive to diverse cultural perspectives (See "Goals for REACH Projects).

   This step is a <u>text selection</u> step and constitutes the heart of your day to day concerns and operations.

3. At this point, you need to think at a very practical level.

   What exactly do you want to see happen in your classroom on a daily basis? What do you think needs to be guaranteed in your classroom interactions? What do you hope will happen?

   EXAMPLE:

   a) I want my students to know some specific facts about the lives of people (as related, for example, to their history, their literature, their music, their preferences in how they live) who may seem very different from themselves.

   b) I want my students to understand what kinds of things can be examined and thought about when we say "culture," whether the culture is their own or somebody else's.

c) I want my students to feel that the boundaries between teaching and learning blur all the time and that we are each (students and teacher) a valuable part of an interactive learning community.

This step specifies the <u>outcomes</u> you expect by engaging in this project. You should be as clear as you can in imagining what the future <u>could be like</u> and establishing up front what difference you think this project <u>should</u> make in your class, in your school, in your students' lives, in your life.

4. Next, you need to think about **delivery systems**.

What will you do to make your expectations and your hopes come to life?

Describe the **pedagogies**--the things that you are going to be doing in class with your students. As you think about what specifically you plan to do, link each classroom strategy with a REACH value and an outcome (i.e., what you want to see happen). Imagine that you are creating a circle in which everything that you do is connected to everything else. Imagine that each thing that you do is being done for a reason. Imagine that each thing that you do fits and counts, sometimes in itty-bitty but nevertheless important ways, sometimes in broader, more deeply felt ways.

This step is a <u>matching</u> step. The priority is to think through the wholeness of what you are doing and <u>to match theory and pedagogy</u>.

5. Then, think about the piece that still remains unconnected in this process.

How will you document the things that you and your students are doing? What methods will you use to collect the **evidence** of your work? How will you **show** what is happening in your classroom?

> Once you have evidence, how do you **need** to describe it so that it will make sense to someone who has not participated in the project? What sorts of **details**, **samples**, and **organization of details and samples** will be instructive, enlightening, or helpful in some way or other way in getting people to see **what is there** and **what is not there**?

See "Suggested Strategies for Measuring the Impact of REACH Projects" and "General Description of Assessment Model" for suggestions about how you can envision assessment and how you can gather data.

Remember, once again, that the priority is to **complete the circle** of your work. **Match** theory, pedagogy, and **assessment**.

This step is a <u>data collection</u> step and <u>links</u> assessment (the methods that you need to use to collect evidence) with the "big picture."

6. Once you have evidence in hand, look at it closely, critically, and creatively. See what's there and not there. Stand back and see if you can tell what this evidence seems to be saying about the project and those who have participated in it. Invite other eyes to look too (students, other teachers, administrators, your college/university collaborator, your community organization representatives, etc.). A combination of perspectives gives a fuller picture of what the project has been about (See "General Description of Assessment Model" for suggestions for interpreting evidence).

   This step is the <u>interpretation</u> step. The goal is to sort through the evidence of what has happened and make sense of it.

7. You must go beyond interpretation, however, to an **evaluation** of what worked and what didn't.

   > When you see your project laid out in its wholeness, where are the bright spots? Where are the dim spots? What were you doing during the shining moments? What would you do differently if you had the chance to try

it again? What would you recommend to others who might be inclined to follow your lead? Was the work worth it? For whom? Why? How did the project make whatever difference that it was able to make?

This is the evaluation step. You are not just clarifying what went on. You are assigning value to it and determining whether you were really able to do what you set out to do.

8. Typically, we encourage our students to **show and tell**, to **present**. With all of the hard work by all the participants in this project, it seems reasonable that you would want to think about the ways that you will **celebrate** your efforts and achievements.

What moments of reflection will you build in? What moments of celebration will you build in? How will you make your work **public**, not just so that others can see what you have done, but also so that you and your students can see what you have done? Who should be invited to experience the celebration? What kind of celebration can it be?

This is a celebration step designed to publicly acknowledge work--good work, thoughtful work. Sometimes, we don't take the time to count the "turtle" in us, only the "rabbit." My assumption is that these projects, by the very nature of them, are likely to have both turtles and rabbits and both levels of achievement are important to know about.

9. Last to point out, though certainly not least, is the need to **institutionalize** the project in each school. Ideally, each school that participates in this project will commit in the beginning to:
--making the project a part of the school's thinking about itself and its basic operations;
--valuing highly the work that people do in the project;
--finding specific ways to be supportive of the people who do this work.
--finding ways to acknowledge success--small and large.

In each school, therefore, it is important in the evaluation process to think about what the school has gained by participating in REACH and about what the school will do to continue the momentum that is highly likely to build through REACH activities.

How many ways can you see that the REACH Project has made a difference in your school? What ways can you identify to make REACH values and activites part and parcel of your school's way of doing things (e.g., in terms of classroom learning, teaching strategies, assessment strategies, professional development, etc.)?

This step is the <u>institutionalization</u> step.

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<u>NOTE</u>: I know that this packet comes in the midst of work with this project that started in August or September. Still, you can use the guidance here to help you to <u>reconstruct</u> what has happened so far in a way that makes sense to you and that will also be valuable to REACH. In addition, you can use the guidance here to take stock for the remainder of the year. This packet is an invitation to <u>rethink</u> what the next part of the year can be like.

SUGGESTED STRATEGIES
FOR
MEASURING THE IMPACT OF REACH PROJECTS
1992-1993

The menu of items listed below is intended to serve as a springboard for thinking critically, carefully, and creatively about exactly what the impact of the projects has really been. Often, we have an intuitive sense of how things have worked and not worked, but we also need to draw together both intuition and evidence in systematic ways so that we can begin to make better sense of what good learning is and how it happens.

Given the basic values of REACH, curriculum reform, student learning, and professional development can be used as three lenses by which we can view the projects and bring the qualities and dimensions of them into clearer focus.

On Curriculum Reform

To document the impact on a course, you might consider:

1. a presentation of course plans, course content (including a listing of texts and a sampling of classroom activities), and assessment instruments before and after REACH; a clear listing of specific changes that were put in place in keeping with REACH expectations; a list of current goals and objectives and how success in meeting them was measured; a list of available documents, artifacts, or other sources that are representative of the nature and quality of the project.

2. narratives from the teachers involved indicating what happened in the course and whether the project was a good thing--for example, their observations about how REACH values affected the course(s) (values, activities, expectations); their teaching habits; their thinking about teaching and learning; the ways in which they work (for example, whether they planned alone or with others); the way they feel about themselves and what they are doing, about their students, about the students' learning.

3. narratives from students indicating what happened in the course and whether the project was a good thing--for example, their perceptions of how the class was similar to or different from other classes (for example, surprises in the course); their perceptions of the course content, activities, and assessment mechanisms; their assessment of how the particular way

of doing the courses affected their thoughts and feelings about themselves and what they were doing, the teacher, their learning, their understanding of relationships between learning and self, community, and/or life.

4. an explanation of what this approach allowed the teacher and/or school to come to know (and perhaps to feel more confident about) about student learning in the arts and humanities, and a list of the sources of information (quantitative and qualitative instruments/artifacts) that made acquiring this knowledge possible.

<u>On Student Learning</u>

To document the impact on student learning, you might use:

1. portfolios that illustrate across time, tasks, and multiple measures of success a student's talents, abilities and performance in keeping with the values, expectations, and concerns of the course. Artifacts might include:
   --papers
   --videos
   --audiotapes
   --annotated photographs
   --paintings, music, or other creative projects

2. quantitative measures
   --nationally standardized tests as diagnostic, monitoring, and/or evaluative instruments
   --locally generated tests as diagnostic, monitoring, and/or evaluative instruments
   --course grades
   --learning contracts

3. qualitative measures
   --student journals
   --teacher journals
   --interviews with students and teachers (individually, in groups, in combined groups
   --scrapbooks
   --attitudinal surveys of students and teachers
   --student narratives

--teacher narratives
--guided reflections for students and teachers

On Professional Development

To document the impact on teachers and their development, you might consider:

1. a log or catalog of activities that are evidence that REACH outcomes were achieved:

   a. regular opportunities for teachers to:
      --learn more humanities content with a multicultural emphasis
      --broaden their range of pedagogical strategies so that their classroom activities
        --involve students more actively in learning
        --allow students who vary in terms of both backgrounds (e.g., race, gender, ethnicity, class, school site, etc.) and academic preparation to think about, learn, write about, and value the course content.
      --participate in conferences, workshops, or other in-service training

   b. regular opportunities for teachers to:
      --interact with other teachers and members of the REACH network
      --share ideas, descriptions, and reflections about their classroom activities (related to individual projects and Reach Project goals).

2. teacher journals

3. teacher narratives

4. guided reflections for teachers

5. attitudinal surveys

Please note that one way of preparing a thorough assessment of a project might be to use the points of focus above (curriculum reform, student learning, and professional development) to generate a **case study** of the project.

SAMPLE GUIDED REFLECTION QUESTIONS

1. How would you describe what happened in the project this year?

2. Did you discover anything about:
   --yourself
   --your students
   --teaching
   --learning
   --the arts and humanities

3. What do you think worked well? What did not work as well as you would have preferred?

4. What would you change about the project?

5. What stands out most about the year?

6. What did students benefit from most?

7. Describe your best teaching moment.

8. Describe the most memorable learning moment for your students.

9. What advice would you offer other teachers who are interested in trying a similar project?

10. Is there anything in particular about this project that helps students to learn the arts and humanities better or helps teachers to teach them more effectively?